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TEACHING ENGLISH THROUGH CIVICS (CLIL APPROACH)

Diplomová práce

Vedoucí práce: MgA. Simon Gill

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

V Olomouci 20.6. 2013

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vlastnoruční podpis

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ABSTRACT

This diploma project explores the topic of CLIL (Content and Language Integrated Learning), in other words teaching other subjects such as geography, history or civics in other language (usually English) among primary and secondary school teachers in the Czech Republic, and how much and how often CLIL is actually used at lower secondary schools or high schools in Brno and around Brno. The theoretical part describes what CLIL is, why CLIL should be used in teaching practice and also it shows many variations of CLIL. The practical part focuses on advantages and disadvantages when applying CLIL during lessons and asks teachers who use CLIL what are benefits and negative aspects of this method according to their opinion. There are two types of questionnaires: the first questionnaire examines teachers' attitude towards CLIL, if CLIL is used at all and whether it is possible to use CLIL (quantitative study) and the second questionnaire (qualitative –case –study) tries to find out advantages and disadvantages when applying CLIL during lessons. The aim of this diploma project is to present whether it is possible to use CLIL at all and if so how much, how often and with what results. The aim is also to see how many teachers know this approach, how many of them actually use it and how many think it is possible to apply CLIL in their teaching.

INTRODUCTION

The main idea of this diploma project is to present CLIL (Content and Language Integrated Learning) as a new and innovative method of teaching foreign language (especially English) through other subjects and mainly through civics. The main aim of this work is to find out if and how often CLIL method is being used in Czech schools and also to look at advantages and disadvantages when applying CLIL into the lessons.

The theoretical part focuses on what is CLIL, why CLIL should be used, CLIL in European context and CLIL in the Czech Republic including some variations of CLIL, and problems in CLIL practice according to variable sources of literature. Also some key features of CLIL methodology are included: what is role of language, communication, and culture in CLIL and how important are cognitive and learning skills. The following part describes benefits of CLIL, and how to plan some CLIL lesson.

The practical part consists of two parts: the first one examines teachers' attitude towards CLIL, if CLIL is used at all and whether it is possible to use CLIL in their lesson (quantitative study) and the second one (qualitative –case –study) tries to find out advantages and disadvantages when applying CLIL during lessons. The practical part is based on small survey: if and how CLIL is being used in Czech schools nowadays. My hypotheses are: most of the teachers do not know what CLIL is and how to apply CLIL in the lesson of other subjects. Moreover, they would not use CLIL at all because it is very time consuming activity and requires too much effort and time from teachers. Also, it is highly advisable that CLIL teachers must be both foreign language and content subject competent. In my opinion this is an ideal case which is not real in Czech schools. Finally, some great cooperation among teachers is necessary, in this case, but in my opinion it is not possible in Czech educational

system because teachers do not get any support from the headmasters or other teachers usually. One of the advantages of CLIL might be that students know why they are learning something: because they will need it next lesson or they will need to know this in order to understand the meaning and this can be very motivating for them but as far as disadvantages of CLIL are concerned, preparation must be very difficult and time demanding for teachers. After all, I hope that teachers' attitude towards CLIL is positive rather than negative one. Both questionnaires were completely anonymous and designed to get some general data such as: age and gender of the teachers, years at school already spent and qualification. They were asked if they knew what CLIL stands for, where they met this term for the first time, if they used CLIL in their lessons, whether it might be possible to use CLIL at all and why they thought that CLIL might not be possible and also what to do to improve English learning in the future.

Finally, a sample CLIL lesson of civics is enclosed together with my personal experience based on my teaching practice at primary school in Brno (from October 2012) where I have tried to use CLIL in civics. There are some insights and outcomes described as well. To summarize, both surveys show really interesting results and they are described in detail by the end of the practical part.

THEORETICAL PART

1. What is CLIL?

1.1 Different points of view

My diploma project deals with topic of CLIL which is a new approach towards teaching methods in English and foreign language teaching. This work focuses on teaching civics through English when using CLIL approach. Firstly, one would like to emphasize what CLIL is and what is not and how can we define CLIL approach. One definition suggests that “...CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. (...) The combinations of languages and subjects are almost limitless.” explains Mehisto (2008, p. 9) For example, the Czech students can study civics in English, as well as history or geography in English, the same way the Italian students might learn science in French, or Spanish pupils can learn drama in German language. In this way, learning any foreign language through other subjects can prepare children for future challenges at work. They will be required to give a presentation of a new product in English and later that day they will be required to hold a business meeting in French with Polish co-workers. This should help them to use English effectively and with a purpose. Also they will be more motivated to learn English or other foreign languages even more.

“CLIL is an approach or method which integrates the teaching of content from the curriculum with the teaching of a non-native language. It is increasingly important in our global, technological society, where knowledge of another language helps learners to develop skills...” starts Bentley (2010, p. 5) The author of this work must truly agree with this statement, however there are better explanations concerning CLIL:

“The term Content and Language Integrated Learning (CLIL) refers to educational settings where a language other than the students’ mother tongue is used as medium of instruction.” states Dalton-Puffer (2007, p. 1) According to many authors of language teaching methodology, there are many more expressions used in order to describe CLIL and what CLIL really is. One can come across terms such as: e.g. Content-Based-Instruction (CBI), Bilingual Teaching, Dual Language Programs, English Across the Curriculum, and many more in order to express the term Content and Language Integrated Learning (CLIL). A typical CLIL classroom integrates the curricular subject (e.g. civics) and new language (English) together. Thinking and also learning skills are mixed too. In my own humble opinion, there are many possible answers how to express and explain term CLIL but not one definition is totally correct and other totally incorrect.

CLIL can be seen as a new and innovative way of teaching and learning foreign language in real-life contexts and situations which are increasingly happening to modern European people who are required to communicate, speak, write, listen and read in more than one (usually their mother) tongue. An ability to communicate in more than one foreign language becomes a must for future successful Europe which integrates deeper into itself. The young people should be able to speak at least two foreign languages apart from their mother tongue. And for a small country as the Czech Republic, where Czech language can be understood only in the Czech Republic and Slovakia, it is necessary to master two foreign languages in order to survive in fast changing world.

Possibly, another distinction can clarify what CLIL is not, so we can understand what CLIL is: “CLIL is not about ‘translating’ first-language teaching and learning into another language in the hope that learners will be immersed in a *bains linguistique* (=linguistic bathroom) and seamlessly learn in another language.” presents Coyle (2010, p. 27)

“Content and Language Integrated Learning (CLIL) term was created in 1990’s and is used as “synonymous of language immersion or content-based instruction. It is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language.” explains Onestopenglish (2013). The term CLIL can also mean “an umbrella term” for other forms of language teaching when using language as medium of instruction, as suggested by foreign language teachers.

According to European Commission website (2013c), CLIL is very important tool because “it can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners (...) It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.” adds European Commission (2013c) If there are twenty-eight EU countries and nearly each country has its own language, then the “lingua franca” is required and today it is English. “The European Commission has therefore decided to promote the training of teachers to enhancing the language competences in general, in order to promote the teaching of non-linguistic subjects in foreign languages” sum ups Wikipedia (2013) In my own opinion, all EU institutions and all the national states should support and promote foreign language teaching by encouraging foreign language teachers in their training and professional development but also by reducing VAT to zero on all foreign language courses at language schools.

“Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning the foreign language by studying a content-based

subject.” suggests Teachingenglish (2013c) webpage which explains this issue both ways but it does not show how we can recognize CLIL lesson in practical teaching reality.

Content and Language Integrated Learning (CLIL) was invented “in 1994 by David Marsh and Anne Maljers as a methodology similar to but distinct from language immersion and content-based instruction.” adds Wikipedia (2013) website.

In short, I would like to emphasize who David Marsh and Anne Maljers are. According to CLIL Compendium (2013b) website “Anne Maljers was national CLIL Coordinator in the Netherlands from 1997 until 1 August 2009. Since 1996 one of her main fields of interest has been content and language integrated learning in both the Netherlands and other European countries. She has been involved in different national and European projects concerning CLIL and set up the national network of CLIL schools, and in close cooperation with David Marsh the first European CLIL network, EuroCLIC.” David Marsh “specializes in languages and communication at UNICOM of the Continuing Education centre, University of Jyväskylä, Finland. He is a specialist in applied linguistics having worked and lectured on issues relating to language learning and intercultural communication” closes CLIL Compendium (2013b) website.

Another definition of CLIL can be found on the Internet: “It is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language.” explains Wikipedia (2013) website. This definition is very theoretical and no one can imagine practical implications when reading this. That is why my own definition will follow.

Now I would like to synthesize my own definition of CLIL using knowledge of all descriptions above:

CLIL is an approach or method of teaching foreign language through other subjects (as history or civics) which integrates the teaching of content subjects (e.g. civics) with the teaching of a non-native language (e.g. English) from the curriculum. Furthermore, CLIL does not mean learning a foreign language for its own sake but with a purpose. The purpose is to study other subjects (history or geography or civics) through foreign language, e.g. English.

1.2 Language immersion

Now I would like to explain “Language immersion” and “Content-Based Instruction” shortly as it was mentioned in the definition of CLIL:

“Language immersion, (...) is a method of teaching a second language in which the learner’s second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism, in other words to develop learner’s communicative competence or language proficiency in their L2. (...) “shows Wikipedia (2013) website. This could be considered as a synonym for CLIL because there is no obvious difference between CLIL and language immersion. The following part focuses on content-based instruction, European point of view and differences between content and language teachers as well as on variations of CLIL.

1.3 Content-Based Instruction

“Content-Based Instruction (CBI) (...) is designed to provide second-language learners instruction in content and language. Historically, the word *content* has changed its meaning in language teaching. Content used to refer to the methods of grammar-translation, audio-lingual methodology and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning.” suggests Wikipedia (2013) website. In my opinion, content-based instruction is a great tool in foreign language teaching and CLIL is another step in development of foreign language teaching as a new and innovative method logically responding to all demands of modern teaching and learning.

1.4 European point of view

According to The Education, Audiovisual and Culture Executive Agency (EACEA) (2013) website, which is a part of European Commission, this kind of approach (CLIL approach) has been identified as very important, because: “It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and (...) It provides exposure to the language without requiring extra time in the curriculum...” It is highly suggested that CLIL method can motivate learners, because they can see clearly why they should study this and that, also this approach can help them in order to test their new gained knowledge, vocabulary and skills in English

and to improve their' communication skills. The learning process becomes more meaningful and enjoyable.

“Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education.” claims European Commission (2013a) webpage. I agree with this statements but when looking at the RVP (Framework Educational Programmes) issued by Czech Ministry of Education, Youth and Sports (MŠMT), there will be more changes needed because RVP does not react nor respond to CLIL approach in any way. However, each and every primary or secondary school is supposed to create their own ŠVP (School Educational Programmes) according to RVP issued by The Ministry. In this context, there is a chance that even a primary school can adopt CLIL method into the ŠVP and that there is going to be a space for experimental and alternative teaching methods in our schools in the Czech educational system.

To describe RVP in detail, we must look at the ACT No. 561/2004: “Framework Educational Programmes shall define the compulsory content, scope and conditions of education. These shall be binding for the development of School Educational Programmes, the evaluation of children' and pupils' results in education, the development and assessment of textbooks and teaching texts,…” says the law according to The Ministry (2013)

Also “Educational Programmes shall specify, in particular, the concrete objectives, form, length and compulsory content of education, both general and vocational, in accordance

with the focus of a particular educational area, its organisation, professional profile, etc...” determines the ACT No. 561/2004 according to The Ministry (2013)

The National Centre for Languages-CILT (2013) website specifies it: “CLIL aims to introduce students to new ideas and concepts in traditional curriculum subjects (often the humanities), using the foreign language as the medium of communication - in other words, to enhance the pupils' learning experience by exploiting the synergies between the two subjects.”

A similar description of CLIL can be found at OneStopEnglish (2013) website:” It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English.” In other words “the CLIL strategy, above all, involves using a language that is not a student’s native language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects such as maths, science, art or business.” finishes Mehisto (2008, p. 11)

It is highly suggested that CLIL teacher should not be any foreign language teacher but also a teacher who specializes in other subjects such as civics, history or geography, ideally with more specializations. “Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. (...) The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language.” describes OneStopEnglish (2013) website. On the contrary, the problem is that the teacher must be competent enough to be able to teach both in that language and the content subject in that foreign language, in my own opinion.

Finally, British Council's website (2013b) - TeachingEnglish - summarises this topic as: "Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content." When in the classroom, "CLIL materials are often characterised by lots of visual support for meaning, to allow low language level students to access high level content. The materials allow the students to focus on the language they need to learn about that particular subject in English. The choice of language focussed on is determined by the demands of the subject." adds TeachingEnglish (2013b) website.

To summarize, the CLIL method is the best way in integrating two subjects together or for teachers who teach two subjects such as a foreign language (for example English) and other subject as civics which is my case. I am going to be fully qualified teacher of English and civics (or social sciences) so I should have the competence to teach civics in/through English. However, there is a problem with the lack of materials, not enough experience with CLIL among other teachers, lack of time during the term to prepare and to test CLIL during lessons, and the Czech school curriculum and RVP (Framework Educational Programmes) which does not provide enough time, support and topics for CLIL lessons. This must result in the fact that it is upon the teacher, the headmaster, and the school if and how much time is going to be invested into CLIL if any. Because weekly and monthly lesson plans do not provide enough time to do some CLIL-based teaching and according to my own research results and outcome from other English teachers, they have to save some extra time for CLIL and it is very difficult to apply CLIL method when Czech educational system is concerned.

1.5 Content teachers versus language teachers

We can define two types of CLIL teachers: “subject teachers who find they need to teach their subject in English-with all the attendant difficulties of limited proficiency in English, and limited familiarity with language teaching methodology- and language teachers who are assigned to teach subject matter in English-with problems of unfamiliarity with subject areas.” starts Deller (2007, p. 3) To describe this situation in detail, Deller (2007, p. 6) writes: “there are two different types of teachers involved in CLIL, who have very different needs, (...) 1. Teachers of English who now have to teach another subject through English, rather than just teaching the language. Their problem is usually the content-the subject matter. (...) 2. Subject teachers who now have to teach their subject through English. These teachers know the subject matter but may lack experience and confidence in two particular areas: their own command of the language may naturally be limited. They are not used to giving input through another language (...) /and secondly/ as subject teachers they may not have the armory of interactive activities that language teachers need.” Also in mother tongue, the repetition and other checking of understanding is not needed so much. And as result of that, more time is needed to plan, to prepare and later to practice CLIL during the lessons of English. The best possible way of doing this is that the CLIL teacher is fully qualified in foreign language taught and also in content subject as civics, for example. In my opinion, the mixture of content and language teacher is the best solution to this problem, for example fully qualified English and civics teacher. But it is very probable that in many cases the language teachers are forced to have a CLIL lesson in a subject in which they are not competent enough or the content teachers are required to teach their subject in a language in which they are not competent enough or qualified in. Here, there is a chance and opportunity for teachers to effectively cooperate and help each other in order to prepare effective and useful CLIL

lesson where the students can profit from. Of course, the best and ideal situation for pupils is when a subject teacher (for example teacher of civics) is fluent in the foreign language (for example teacher of English) and in this way, one has an understanding of language acquisition and some appropriate training in supporting language in their content subject.

In other words, CLIL also requires content teachers to be able to teach some language. In particular, content teachers need to support the learning of those parts of language knowledge that students are missing or are not sure of or confident enough and that may be preventing them to master the content. Also language teachers should be able to teach the content subject. It is obvious that language teachers in CLIL programs must play a unique role. Not only to teach the standard curriculum but, as said before, they work closely together to support content teachers by helping students. All pupils should gain the language needed in order to manipulate content from other subjects.

In my opinion, the best situation is when the teacher is both foreign language and other subject (content) fully qualified such as teacher of English and civics which is going to be my case. In this example, one should be able to teach civics in English as qualified in both. In other cases, the teacher of geography, history or chemistry might not be foreign language competent enough to do the CLIL lessons or the other way round, the foreign language teacher might not be competent in content of other subjects as geography, history or chemistry to do the CLIL lessons, for example.

Now it is important to distinguish a fundamental difference in the use of language between the language class on one hand and the content class on the other hand. "In the language class the four skills (reading, listening, speaking and writing) are part of the end product and are also a tool for introducing new language and practising and checking

linguistic knowledge. In the content classroom, the four skills are a means of learning new information and displaying an understanding of the subject being taught.” mentions Deller (2007, p. 6) To contrast, we can discuss an interesting question whether language or content teachers are more important in CLIL lessons planning and putting them into reality. As said before, language teacher can have a big range of vocabulary and special terms in a foreign language connected with the theme but one could know very little about the topic being taught and, on the other hand, subject teacher can have deep knowledge of subject and topic of his lesson but with very limited vocabulary and grammar skills in English, for instance.

As a result of this situation described above, “the essence of CLIL is integration. 1) Language learning is included in content classes (e.g. maths, geography, history or chemistry, civics, etc)...This means repacking information in a manner that facilitates understanding. “and” 2) content from subjects is used in language-learning classes. The language teacher, working together with teachers of other subjects, incorporates the vocabulary, terminology and texts from those other subjects into his or her classes.” suggests Mehisto (2008, p. 11) However, one of the key issues, when CLIL is concerned, is a student’s desire to fully understand everything and to use the content which might motivates him or her to learn the language. “Students are likely to learn more if they are not simply learning language for language’s sake, but using language to accomplish concrete tasks and learn new content.” closes Mehisto (2008, p. 11) And this is one of the big advantages and goals of CLIL and why CLIL should take place at school.

1.6 The variations of CLIL

CLIL can be described as an approach, a meaning-focused learning method, an umbrella term /for/ bilingual education situation or an educational approach.

CLIL can be seen as an umbrella term converting many different educational approaches together: (eg. Immersion, bilingual education, multilingual education,...) “What is new about CLIL is that it synthesises and provides a flexible way of applying the knowledge learnt from these various approaches.” summarises Mehisto (2008, p. 12) According to many authors, there are many types of CLIL-style activities that can be done in the classroom and among schools such as: language showers, students exchanges, local or international projects, CLIL camps, work-study abroad or family stays. There are also various language immersions. For instance, “language showers are primarily intended for students aged between four and ten years old, who receive between 30 minutes and one hour of exposure per day. This includes the use of games, songs, many visuals, realia, handling of objects and movement. Teachers usually speak almost entirely in the CLIL language.” argues Mehisto (2008, p. 13) In summer, there can be CLIL camps organized as well as international projects through the school year but even the very young children can take part in “total early immersion” which can take place in kindergarten.

There are, of course, many different key concepts and models of CLIL. CLIL can be used as a term to cover a range of teaching models and situational contexts: “Some schools teach topics from the curriculum as a part of a language course. This is called soft CLIL. Other schools teach partial immersion programmes where almost half the curriculum is taught in the target language. This is called hard CLIL. Mid-way between these models, some schools teach a modular CLIL programme where a subject such as science or art is taught for

a certain number of hours in the target language.” describes Bentley (2010, p. 6) So there are three approaches towards CLIL practice in schools today: “language-led, subject-led and partial immersion.” according to Bentley (2010, p. 6)

CLIL is often “referred to as having ‘4 Cs’ as component: content, communication, cognition and culture.” defines Bentley (2010, p. 7) “The 4Cs integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship).” writes Coyle (2010, p. 41) When integrating all four components together then we can call it as perfect and full CLIL lesson plan. The following text focuses on problems in CLIL practise which can be found when practising CLIL lesson at school during the teaching practice.

1.7 Problems in CLIL practice

The first might be the difficulty to understand the concept of CLIL teaching. “It is hard for an English speaker to conceive of learning another language like German, (...) ...let alone science or some other subject in those foreign languages. (...)” refers Mehisto (2008, p. 20) This fact also mean that it must be a teacher of some foreign language who is able to teach content subject in foreign language rather than teacher who is only speaker of mother tongue only. “In fact, CLIL students perform as well as or even outperform non-CLIL students in terms of learning content. (...) Academic results reflecting testing in a wide variety of subjects show that students generally achieve the same or better results when studying in a second language. (...) This is partly because CLIL students develop metalinguistic awareness.”

continues Mehisto (2008, p. 20) This might mean that teaching in CLIL is not an obstacle to common, usual, classical and traditional way of language teaching. We can find many multilingual nations –Luxembourg, Switzerland- where second language learning is a natural process and is not an obstacle for pupils.

Another issue is “the shortage of CLIL teachers. (...) ...Teacher training institutions in many countries do not yet specifically prepare teachers for CLIL. (...) ...The staffing issue is not only tied to finding suitable teachers, but to keeping them.” explains Mehisto (2008, p. 21-22) According to my own personal experience from Faculty of Education at my university and from my teaching practice from Brno and Olomouc primary schools, we have been told what is CLIL, how CLIL lesson should look like, and how to teach in CLIL theoretically, but it was not possible to see it in practice because primary school teachers do not know what is CLIL nor how they could teach in CLIL or they do know it but they do not use CLIL at all. All this is because of shortage of time, materials, preparation needed and lack of motivation among pupils from classrooms. It is possible that CLIL can take place more often at secondary school level where students are older and teachers are more experienced so as to have opportunity to test and try new and innovative approaches towards teaching foreign languages. My teaching practice was a great chance to apply CLIL to common civics lesson using English language as a mean of communication. The practical part of this work is focusing on this but, shortly said, I have encountered some great misunderstanding and surprising outcomes when using CLIL method in civics lesson. As a matter of fact this required more time preparation, learning vocabulary connected with the topic beforehand and as a sample CLIL lesson of civics will show there are more difficulties to overcome than expected.

The next problem can be bigger workload for teachers as well as the shortage of suitable materials. Teaching in CLIL requires more preparation time and greater co-operation among teachers as my research among teachers shows. This statements confirms my worries that almost all materials must be created by the teacher himself or herself which postpones putting CLIL into practice. A good idea would be to create some special ‘CLIL ready-made materials’ for lessons according to subjects concerned for teachers on the Internet. This would finally save a lot of time for CLIL teachers on basis that every teacher could upload some her or his own materials in order to be able to download some other CLIL materials from other teachers for exchange. The author of this work does not know if there is such website but if not then this might be a practical suggestion resulting from this CLIL experience. There is an attempt to have a web source for uploading and downloading materials- the CCN CLIL Cascade Network-but there are not enough materials for exchange. For CCN CLIL Cascade Network website (2013) there are ten criteria for producing quality CLIL learning materials, for example: fostering cooperative learning, critical thinking, learning skills development and learner autonomy or systematically fostering academic language proficiency as well as to make learning meaningful.” CCN CLIL Cascade Network website (2013) found that ”the majority of questions and assignments in CLIL materials avoid asking students to report back on fact-based questions, but instead focus on having students apply, analyse, evaluate and create something based on the information presented in the materials.”

To continue, Deller (2007, p. 7-8) names “some problems for both the teacher and the learners. (...) ...we often hear cries such as these: It is so difficult for me to explain in English, my students do not like listening to English, my students find it hard to read in English /or/ I have to write most of my own materials. /because/ the book I have got is so boring.” This

results in the outcome that the CLIL has very limited and difficult access into foreign language teaching anywhere not only in the Czech Republic today.

Finally, it is necessary for CLIL teachers and non-CLIL teachers co-operate, because they are better motivated to enrich their own personal lives and goals in foreign language teaching and to build a better and friendlier learning environment for pupils.

2. Why CLIL?

The following chapter is focusing on the reasons why CLIL should take place in foreign language teaching as a new and innovative way of integrating language and content subject into each other in order to improve and modernize how, for instance, English is being taught and learnt nowadays in our multicultural and fast changing society of today.

With the expansion of the European Union, diversity of languages and the need for communication among nations, people and cultures, CLIL can be seen as central issue. Language learning becomes more and more important when considering increased contacts between countries, more frequent travel, business trips and work or study requirements. Europeans should study minimum of two foreign languages because there will be an increase in the need for communicative skills in a second or third language. It is necessity for small countries as the Czech Republic, to educate younger generations in foreign language learning. We as the Czechs can use our own mother tongue only in our homeland and in Slovakia so it is a must for us to study other languages. We do not have the advantage as French or Americans that their mother tongue is also worldwide used as a lingua franca or as the world language.

“The recent growing interest in CLIL can be understood by examining best practice in education which suits the demands of present day. Globalisation and the forces of economic and social convergence have had a significant impact on who learns which language at what stage in their development, and in which way. The driving forces for language learning differ according to country and region, but they share the objective of wanting to achieve the best possible results in the shortest time.” reasons Coyle (2010, p. 2) In my thoughts, CLIL can be seen as a logical outcome of recent foreign language development and the way in which the teachers try to adapt and apply requirements of our modern society.

The advantages of CLIL according to Teachingenglish (2013c) are: “CLIL helps to: introduce the wider cultural context, prepare for internationalisation, improve overall and specific language competence, prepare for future studies and / or working life, develop multilingual interests and attitudes and increase learner motivation.” Furthermore, to explain how CLIL works, we must understand that the core of CLIL is that content subjects (civics) are taught by teachers and learnt in a language which is not actually the mother tongue of the students. This is what we have said but there are also other specifications: ”Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate, knowledge of the language becomes the means of learning content and language is seen in real-life situations in which students can acquire the language.” says Teachingenglish (2013c). However, it is obvious that CLIL is long-term process. “Students become academically proficient in English after 5-7 years in a good bilingual programme and fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes.” finishes Teachingenglish (2013c). To contrast, CLIL is very time-demanding

activity which required a lot of extra time for teachers, more time for preparation and uneasy start but learners are highly motivated and they know that they study for purpose and in specific contexts and situations.

By the 1990s, increased globalisation was fostering greater linguistic requests on mainstream education, from the nursery and primary level through to institutions of higher education and universities. In our Europe today, there is an aim to improve and intensify language-learning opportunities for all kids, pupils and young people in order to increase competitiveness and European cohesion. This circumstances can see CLIL as an innovative methodology that helps to react to all demands on English as a lingua franca. Globalization has made deep impacts on our society and the world is becoming interconnected more and more in many unseen ways. New technologies are changing our everyday life and it is facilitating the exchange of information and knowledge. We do not see all the circumstances of this effects yet. Our world is quickly becoming a really mixed global village. This, of course, must have an impact on how teachers teach and where they get information from what they really teach because the teacher is not the only source of information as it has been many centuries before. In this respect, integrated learning is nowadays viewed as a modern form of education which is designed to better educate the learner with knowledge and skills that are suitable for the global age era.

Using CLIL as new and innovative way of learning, putting together content and language integrated learning, shows many benefits in English language learning in class including these: it “builds intercultural knowledge and understanding, develops intercultural communication skills, improves language competence and oral communication skills, develops multilingual interests and attitudes, provides opportunities to study content through different perspectives, allows learners more contact with the target language, does not require

extra teaching hours, complements other subjects rather than competes with them, diversifies methods and forms of classroom practice, increases learners' motivation and confidence in both the language and the subject being taught.” summarises and persuades European Commission (2013a) webpage.

Now we are going to concentrate on how CLIL lessons might appear to learners and educators, we can find a description of the situation here: “CLIL classrooms are not typical language classrooms in the sense that language is neither the designated subject nor the content of the interaction, but the medium through which other content is transported.” expresses Dalton-Puffer (2007, p. 3)

When concerned about how does CLIL approach benefit pupils, there are certain advantages for pupils: “Although it may take a while for pupils to acclimatise to the challenges of CLIL, once they are familiar with the new way of working, demonstrably increased motivation and focus make it possible (and likely) that they will progress at faster-than-usual rates in the content subject, providing that the principles of CLIL teaching are borne in mind during planning and delivery. (...) Research indicates there should be no detrimental effects for the CLIL pupils.” persuades CILT (2013) website. And also CLIL supports the full development of all learners. Its highest goal is to guide pupils towards becoming really motivated, bilingual or multilingual independent learners. There is no reason why one should not agree with the statements mentioned above.

Furthermore, CLIL can definitely develop foreign language ability even more effectively than any other conventional foreign language teaching. It can prepare learners for future study in English and for the workplace where they will need to operate also in English. Yes, this is one of the reasons for CLIL to be applicable at school. Another advantage for

language teachers can be that the content is ready-made. They know what they will learn and why. In this fact, the students are more motivated when they are learning through English something that is part of their everyday life and experience.

“What CLIL can offer to youngsters of any age, is a more natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and hunger towards learning languages.” expresses CLIL Compendium (2013a) website. According to European Commission (2013b) website, learning at least two foreign languages is necessary for future development of Europe and, “CLIL is already taking place in several European schools and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.” Deller (2007, p. 3) believes that “the belief underlying CLIL is that teaching subjects through English provides a better preparation for professional life than teaching English as a subject empty of content.” When reading all the statements above and using all sources available, one cannot find any reason for not using and testing CLIL at any school. Nearly all the sources were positive about CLIL and it was difficult for me to find any negative experience or suggestion concerning CLIL approach. My practical part deals with the practical application of CLIL during the teaching and school and uses teacher’s experience with CLIL so I hope that we could see some negative aspects of CLIL teaching experience.

3. CLIL in European context

The following chapter deals with CLIL connected with European prospects and why European Union and European institutions are in favour of CLIL and why they are promoting and supporting it as much as possible according to sources available.

There are many projects building CLIL resources for language learning in European context for example E-CLIL: “E-CLIL is European Union funded project to develop and build resources and a resource centre for the use of Content Language Integrated Learning. (...)”

It focuses on language learning, learning strategies, multilingualism and multiculturalism. (...) It has already been established as a valuable approach to both teaching foreign languages and specific subjects. The project is being completed over 3 years and includes partners with a wide-experience of how to create CLIL content and the issues around CLIL.” introduces European Resource Center (2013) website. There are more projects focusing on language learning such as “(...) "Language in Content Instruction" (LICI), aimed at enhancing the language part of the CLIL context.” claims European Commission (2013b) website.

“In the European context at least, CLIL classrooms are widely seen as a kind of language bath which encourages naturalistic language learning and enhances the development of communicative competence.” adds Dalton-Puffer (2007, p. 3) It would be interesting to see and compare different CLIL classrooms around the Europe in order to enrich our own CLIL classrooms in our home country.

The British Council also describes the CLIL situation in the United Kingdom:” In the UK the incentive comes from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Centre for Languages) which is the UK government's centre of expertise

on languages. CILT monitors a number of projects covering the 7-16 age range and involving innovations in language teaching such as the integration of French into the primary curriculum. Other research is based at the University of Nottingham, while teacher training and development courses in CLIL are available through NILE (the Norwich Institute for Language Education).” explains British Council website (2013a). It is unfortunate that in the Czech Republic there is no such agency, as the National Centre for Languages in the UK, for testing and developing new innovations in language teaching which could be useful tool for teachers of English and other languages.

When concerning the future of CLIL, British Council (2013a) advises: “There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher.” One of the obstacles may be that “most current CLIL programmes are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual programmes are mainly seen to be marketable products in the private sector.” adds British Council (2013a). Also if the teacher is not open-minded and prepared for changes in conventional foreign language classroom teaching then CLIL can stay only as an experimental stage of development in teaching process and then it depends totally on teacher to start, plan, prepare, perform, and evaluate and analyze CLIL lesson plans and CLIL classrooms at school. Finally, the lack of CLIL materials and “the lack of CLIL teacher-training programmes suggests that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately” concludes Teachingenglish (2013c). The best trained and experienced CLIL teachers should train and show the other teachers how ‘to do’ CLIL. After this, less experienced CLIL teachers might avoid the same mistakes made by their predecessors.

4. CLIL in the Czech Republic

Now we are going to concentrate on the situation in the Czech Republic when CLIL is concerned and what influences it and whether any CLIL lessons can take place in Czech school educational reality nowadays.

CLIL as such is not an officially recognized term in the Czech educational system. However, various forms of this approach have been present in the system for some time. Many schools have been experimenting with CLIL, offering a wide scope of programs, for example: ZŠ Bakalovo nábřeží, ZŠ Přemyslovo náměstí, Gymnázium Integra Brno or Gymnázium Slovanské náměstí in Brno. The last mentioned secondary school offers geography, history and PE lessons fully in English, according to their webpage. Other subjects are taught partly in English but this school has a long history of teaching bilingual.

4.1 CLIL approach in the Czech Republic

To start, the last few years there has been a project called 'CLIL to Schools' organized by the Department of English Language and Literature at Faculty of Education at Masaryk University in Brno, with the support of Czech Ministry of Education and European Social Fund as well as the European Union. The main goal was to try, to test and evaluate CLIL method in Czech primary schools and lower secondary schools and to create, test and evaluate some CLIL teaching materials for each content subjects being taught, according to the Masaryk University website. There has been three stages of the project: 1. To collect and translate appropriate vocabulary for each content subject. This was done by the employees of the Department of English and recorded by native speakers of English language. 2. Next was,

the pilot testing of the project under the supervision of the supervisor and guarantee with the close cooperation of the primary schools and lower secondary schools teachers of the content subject and they were planning and preparing each CLIL lesson based on the previous stage. They were testing and evaluating all CLIL lessons in practice with the support of university tutors. 3. The last stage of the project called “dissemination” consisted of seven seminars in order to inform all teachers of all target schools about the results, outcomes, experience and practical implications of CLIL teaching method and how CLIL can take place in content subjects. Everyone received methodological materials and a DVD and a booklet containing practical sample CLIL lessons. There is also a digital on-line library which opened in 2012 and is organized by the Department of English Language and Literature at Faculty of Education at Masaryk University in Brno. In my opinion, this is very useful and rare illustration that CLIL could be tested and taken into account in Czech primary schools and lower secondary schools today. “To include elements of English (CLIL) in teaching across subjects is therefore very necessary.” summarizes the reasons for this project Masaryk University website (2013) -author’s own translation.

However, there are more obstacles on the way towards successful CLIL future in the Czech schools: because of low teacher’s salaries and lack of fully qualified teachers of English and other languages in many schools in the past, it is very difficult to maintain any alternative or modern teaching methods including CLIL. To introduce CLIL to mainstream schools required too much effort from teachers but they face other problems than testing CLIL during lessons. Although the profession as primary and/or secondary teacher is highly valued, awarded and recognized by the society, according to many surveys, the average salary does not reflect this. “Schools in the Czech Republic faced a shortage of qualified teachers of a foreign language for years. Conditions in our schools to introduce CLIL teaching are

harder than those at schools such as in Western or Northern Europe. (...) It will not be possible to teach full CLIL in a foreign language lesson and non-language subject at the same time.” warns Czech Ministry of Education (2013) website-author’s own translation.

4.2 Conditions on which CLIL method can take place in Czech educational reality

There are certain rules and conditions on which CLIL practice can take place, according to the Czech Ministry of Education: “If the school decides to get involved in CLIL teaching method, one must meet several conditions:

1. To introduce the teaching of CLIL and indicate this in the ‘ŠVP’ (School Educational Program) , which is full responsibility of the headmaster.
2. To meet the expected outcomes of a foreign language lessons and at the same time in a non-language subject (content subject) such as civics, geography, history, etc.
3. To maintain a minimum number of hours of a foreign language and non-language courses according to ‘RVP’ (Framework Educational Program)
4. Not to exceed the weekly maximum number of hours specified in the RVP (Framework Educational Program) for each grade.
5. To recognize the qualifications of the teacher or teachers for CLIL teaching method, which is full responsibility of the headmaster. In case of lack of qualified teachers, this CLIL method can be taught only by one teacher, and in every grade this is divided into sections

according to teachers of content subjects and in cooperation with non-language subjects.”
reasons the Czech Ministry of Education (2013) website-author’s own translation.

4.3 Three approaches towards CLIL that are applicable in Czech schools

The easiest and softest approach to CLIL might be used for the first CLIL lessons when the pupils are getting used to it and are discovering what CLIL really is and could be. Also this is applicable when very young learners are involved which means kindergarten or lower primary school children, in the Czech Republic: 1st to 5th grade.

“1. The foreign language content focuses on the vocabulary associated with the theme or topic of the content subject. Subject learning and tasks formulation is conducted in Czech, instructions are given in both Czech and foreign language.” defines Czech Ministry of Education (2013) website-author’s own translation. This can be used in first grades of primary school.

The middle difficulty CLIL approach suggests that the pupils know something about CLIL, what is CLIL and how CLIL lesson should look like. Older children are involved which means 6th to 9th graders.

“2. Subject learning and tasks formulation in non-language lesson is conducted in the Czech language, students are seeking information in foreign language text, students formulate answers in Czech. Guidelines are given in a foreign language. Grammar, phrases, language styles and textual units are explained by a language teacher in Czech.” compares Czech

Ministry of Education (2013) website-author's own translation. This could be used in lower secondary school.

And finally, the most difficult and challenging CLIL approach towards students means that mother tongue is used as little as possible and this requires advanced CLIL students who gained some previous experience with CLIL:

“3. Subject learning and tasks formulation in non-language lesson is conducted in the foreign language, pupils answer in both Czech and foreign language, materials can be found in both languages, grammar of the foreign language can be explained both in Czech and in the foreign language. Grammar, phrases, language styles and textual units are explained by a language teacher in English, only if misunderstood then in Czech language.” evaluates Czech Ministry of Education (2013) –author's own translation. This can take place in high school or upper secondary school.

Now, the Czech Ministry of Education describes what is the best outcome of CLIL when the third approach is tested: “The highest goal of CLIL method is teaching content subject in the foreign language where students understand and use specific terms in both Czech and foreign language.” classifies Czech Ministry of Education (2013) website-author's own translation. The next part of my work tries to detail some features of CLIL methodology and what should not CLIL teachers forget when planning, preparing and applying CLIL lesson for their pupils.

5. Features of CLIL methodology

This chapter focuses on key issues of CLIL methodology and what is in the centre when thinking about CLIL. According to Mehisto (2008, p. 29) there are five important points to consider when talking about features of CLIL methodology: “multiple focus, safe and enriching learning environment, authenticity, active learning and scaffolding.”

Here, we are going to look at them closely: some examples of multiple focus are: “supporting language learning in content classes, supporting content learning in language classes, integrating several subjects, organizing learning through cross-curricular themes and projects.” names Mehisto (2008, p. 29)

The second and the third point (safe and enriching learning environment, authenticity) means: „guiding access to authentic learning materials and environments, (...) ...authenticity – making a regular connection between learning and the students’ lives, using current materials from the media and other sources.” essays Mehisto (2008, p. 29)

An active learning means that students are actually communicating more than the teacher is, students help to set content what will be taught in the class, as well as language and learning skills outcomes are concerned , also peer co-operation work is important and in this case, all teachers should be acting as facilitators.

To summarize, “scaffolding /means/ building on a student’s existing knowledge, skills, attitudes, interests and experience, repacking information in user-friendly ways, responding to different learning styles /and/ fostering creative and critical thinking.” suggests Mehisto (2008, p. 29) Putting all those conditions together, teachers should be aware of all

possible circumstances, outcomes and results and they should know now how an ideal CLIL sample lesson plan could appeal.

Also Dalton-Puffer (2007, p. 3) shows an interesting opinion concerning CLIL: „...CLIL is the ultimate dream of Communicative Language Teaching and Task Based Learning rolled into one: there is no need to design individual tasks in order to foster goal-directed linguistic activity with a focus on meaning above form, since CLIL itself is one huge task which ensures the use of the foreign language for ‘authentic communication’.”

I would like to define what is Communicative Language Teaching in my own personal opinion: it is a method which uses authentic language and wants students to do some meaningful tasks such as visiting a dentist, starting an interview or calling customer help, etc....and it is all in the target language. Very common is a role-play in this context. The importance is put into the outcome and not on accuracy of the language. Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI) can be considered a branch of Communicative Language Teaching (CLT).

For Communicative language teaching (CLT), or the communicative approach, the meaning and the goal of the study is important. It uses some interactive points in communication as role-play, games, interviews, pair work or information gaps.

Now returning to CLIL: “In teaching a subject through a foreign language the methodology is different. As the subject dictates the language demands, we have to analyse the language demands of a given lesson and give the learners the language support they need. Learners will need help in the areas of lexis, cognitive functions and study skills.” explains Deller (2007, p. 9) As there are not many books concerning methodology of CLIL, how to

teach in CLIL, this book, written by Deller, suggests some ideas how a CLIL lesson should look like.

“It is clear that in CLIL we have to include more strategies to supports understanding and learning. One such strategy would be to use visuals such as pictures, charts and diagrams. (...) There also needs to be a lot of repetition and consolidation.” is convinced Deller (2007, p. 9) This requires more time for preparation and is rather time-consuming. The next question whether the mother tongue can be used arises. However, „There is no reason to abandon the use of mother tongue where it can be used as a support and learning tool. “ continues Deller (2007, p. 9) It is suggested that mother tongue can be used as little as possible depending, of course, on age, skills, knowledge and communicative ability of students involved. But assessment must be a big problem for CLIL as teachers told me when doing a survey about this. If the teacher is not able to assess and reflect his or her own CLIL lessons then we cannot see any outcomes and ideas for improvement in the future.

It is required that learners are active partners in developing their potential when gaining knowledge and skills as well as problem solving and innovation or other mental processes during CLIL classroom practice. Secondly, another important point is that the teacher is not only the donor of knowledge but becomes the facilitator instead. The teacher offers cooperation and establishes good working environment in the classroom. The following part focuses on the role of language, the role of communication skills, the role of culture and cognitive skills in CLIL.

5.1 The role of language in CLIL

The role of language is very important in CLIL, this means that “CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the ‘content-obligatory language’. This is the vocabulary, grammatical structures and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas.” puts Bentley (2010, p. 11) For example, in CLIL approach concerning Civics or social sciences for primary or secondary schools, the pupils should be familiar with words such as: citizenship, state, politics, anthem, flag, constitution, vote, general election, polling station, Chamber of Deputies, Senate, civil rights, the law, Prime Minister, inauguration, etc. , with verbs such as: to vote, to elect, to resign, to appoint, to nominate, etc. because those are necessary words to know when talking about civics lesson.

Moreover, “CLIL tests knowledge of grammatical structures and functional language used across the curriculum but it does not test knowledge of subject-specific vocabulary. (...) CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. “ says Bentley (2010, p. 11) But more importantly, “the focus of a CLIL lesson is on understanding subject content, not on grammatical structures.” emphasis Bentley (2010, p. 11) Grammatical structures should be practised during English lessons and time should not be wasted on this in any CLIL lesson. Because if students do not understand the subject content the whole CLIL lesson is useless. Interestingly, “research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated.” closes Bentley (2010, p. 11)

5.2 The role of communication skills in CLIL

“Learners need to develop communication skills for the curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together.” refers Bentley (2010, p. 16) In practice, it can mean ability to express themselves such as giving examples, describing a process, expressing different conditions or describing trends: The Czech Chamber of Deputies consists of..., people can vote for Czech president directly, a Czech Senator is elected every six years, etc...

5.3 The role of culture in CLIL

There was an interesting on-line debate on how much culture is involved in CLIL: “I disagree that culture has a central role in CLIL, or even shares an equal role to the other pillars of CLIL, namely language and content. It may be an extra, but isn’t generic CLIL methodology.” discusses Factworld website (2013). It is highly agreeable that „by promoting the inclusion of plurilingualism/ cultureless in content, we pass on skills and positive attitudes for the business of living in a diverse and dynamic world. In this way, 'we do culture' (as opposed to teaching culture as one would teach/objectify content).“ adds Factworld website (2013). Although, in case of English which is connected to many cultures ((British, North American, Australian, Indian, etc...), we should remember that every language has always its own cultural dimension. In my opinion, culture should not be forced into CLIL unnaturally as some content subjects do not provide a space for culture in CLIL at all (like in biology) when others suggest a great influence of culture in CLIL (such as civics).

5.4 Cognitive skills

“Cognitive skills or thinking skills are the processes our brain use when we think and learn. (...) Learners progress from information processing or concrete thinking skills, such as identifying or organising information (the what, when, where, which, who, and how many - questions), to abstract thinking, such as reasoning and hypothesising (the why and what if questions). (...) Other examples of thinking skills are: creative thinking and synthesis, /and/ evaluation skills.” summarises Bentley (2010, p. 20) This is very useful and practical for everyday life and this is one of the key issues which should be learnt at school from early ages. The youngster should be able to find the information on the Internet, such as timetables, prices, offers, planning route using maps, searching for opening hours of the offices, using Internet banking, an interactive communication, email, Skype, social networking and on-line learning resources, etc,... In some areas, pupils are much better equipped in this then the adults or teachers. Also a critical thinking and creative thinking and synthesis are important together with evaluation skills and ability to learn new information and knowledge. From my personal experience, people will need to know how to learn for themselves...

To express it in detail, in fact, this can be identifying, ordering, defining, comparing, contrasting, dividing, classifying, predicting, reasoning, creative thinking or evaluating. Students should use words as: label, recall, relate, spell, tell, recognize, identify, list, locate, match, name, order, organize, sequence, put, place, define, explain, outline, show, translate, compare, contrast, distinguish, investigate, divide, separate, share, classify, categorise, predict, guess, suggest, decide, imagine, suppose, choose, conclude, decide, explain, justify, recommend, solve, rate, judge, assess, produce and others... Their sentences used in civics

lesson can be: The constitution will change next year, How many symbols of state do we have in the Czech Republic?, etc...

To sum up, the highest goal of CLIL should be that students have developed cognitive academic language proficiency (CALP) to be able to study the curriculum subjects in a foreign language which will help them in the future study and career. Then they will not have difficulties to study anything anywhere around the world, they will have no problem to hold business meetings in English or to communicate with the boss or to deal with a customer.

5.5 Learning skills

Apart from cognitive and communication skills mentioned above, there are other aspects to consider: in school, students need to develop positive attitudes towards learning skills and strategies. This can be applied across the subjects. Some of the examples of learning skills can include: cooperation, drafting, editing, estimating, measuring, guessing, organizing and locating information as well as planning, recording, reviewing or scanning, skimming the text or solving problems. Those are real useful learning skills for life which should be taught in modern school. In CLIL, this is the challenge: to developing learning skills in a non-native language. To summarize, CLIL can be considered as a challenge for pupils as well as teachers and both groups can clearly benefit from it. One of the final chapters of this work searches for benefits of CLIL as we are concentrating on benefits of this approach in the following text.

6. Benefits of CLIL

This part of the work focuses on all possible benefits and advantages of CLIL and why CLIL should take place in school. “CLIL aims to introduce learners to new concepts through studying the curriculum in a non-native language, improve learners’ production of the language of curricular subjects, improve learners’ performance in both curricular subjects and the target language, increase learners’ confidence in the target language and the L1,“ and” (...) encourage stronger links with values of community and citizenship.” says Bentley (2010, p. 5)

It is going to be very interesting to look at advantages and disadvantages of CLIL from teaching practice derived from teachers of my case study. They are going to answer some questions of planning, preparation, practice and evaluation of a CLIL lesson according to their experience from some real CLIL teaching. Furthermore, “CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualisation, (...) enriching the understanding of concepts...” promotes Coyle (2010, p. 10-11) One of the key issues, when talking about CLIL, must be motivation. All students and teachers should be motivated to use CLIL as an innovative method which is going to be used in their school. „Motivation is also an issue. (...) We have already highlighted the importance of authenticity and relevance as key to successful learning. It is challenging for language teachers to achieve appropriate levels of authenticity in the classroom.” speculates Coyle (2010, p. 11) and through CLIL we can achieve this.

Also according to research “that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary

school education: more confident using the target language as well as their L1, more sensitive to vocabulary and ideas presented in the target language and in the L1, (...) they reach higher levels of English than those reached in ELT courses.“ counts Bentley (2010, p. 5) The students are also more motivated (to study more or to improve language skills) and they study the language for some meaningful purpose rather than for its own sake, as suggested by other authors. From the logical point of view, it is recommended that content subject should not be too difficult on its own to understand such as maths, Czech language or chemistry, etc., but it should be subject like history, geography or civics where CLIL lesson can be applied to. It is a nonsense to teach Czech language in English or maths in English if students have problems to understand it even in their mother tongue.

7. Planning a CLIL lesson

Before planning a CLIL lesson we need to distinguish our CLIL contexts and teaching goals. It is necessary to identify the content of the subject and all skills which learners will be taught. It is suggested that the learning outcomes will be used in order to show the learner what he or she should know, should be able to do and should explain, should define and should use and so on. According to Bentley (2010, p. 30) “Learning outcomes can be wide or narrow but they need to be achievable and measurable.” For example: In civics, all learners should know that the most important law of the state is the constitution, then other laws, directives and so on. For instance, the pupils should be able to identify the main points of the Czech constitution, and be aware of all consequences that influence politics, courts, law, institutions, decision making processes and law making process, etc,... “There are many advantages of using learning outcomes. For teachers: they help describe courses clearly, they

provide continuity, they focus on whole class, group and individual needs, they guide to design tasks, they can be used as a checklist for feedback, they make assessment clear. For learners: (...) they show what should be achieved, they help learners to have goals so they can check process, (...)” shows Bentley (2010, p. 30) Most of the statements we can agree on.

Finally, “when planning we also need to consider the following questions: What are my teaching aims? What will the learner know and be able to do at the end of the lesson which they did not know or could not do before the lesson? What subject content will the learner revisit and what will be new? What communication will take place? Which thinking and learning skills will be developed? What tasks will learners do? (...) Which materials and resources will be provided (...)? (...) How will learning be evaluated?” predicts Bentley (2010, p. 31) According to my personal opinion, this is very important part of the planning process and the most important are assessment and evaluation of CLIL lesson after the teacher finished it. The teacher must look back at the CLIL lesson and critically assess if CLIL lesson was successful or unsuccessful and why, what could be done better next time, what needs improving and what suggestions can be taken as useful.

In Czech educational reality, some CLIL programs can be created according to a key competences. These are the knowledge, skills, and attitudes for learning: problem solving, looking for solutions, setting cooperation, etc. For instance: communicative competence means that the student can express information clearly and interpret data in writing or speaking. Linguistic competence enables pupil to use language effectively and to observe and to work with words and sentences. Mathematical competence suggests that the children can solve and reason all different kinds of mathematical problems and social competence shows that kids can cooperate with each other or/and are able to understand social contexts in everyday life situations. Also problem solving competence shows that students are able to

solve issues quickly, effectively and in most easy way in order to archive solutions of common everyday life situations.

This is just the outline for some aims, suggestions and advices when planning an affective and useful CLIL lesson plan. There is an example of a CLIL lesson plan by the end of this diploma project which was created by the author of this work and is suggested for a civics lesson according to a 'RVP' (Framework Educational Program). It is suggested that the practical part of this diploma project focuses on a research concentrating on if and how CLIL is used in Czech schools. One of the key hypothesis is: how often is CLIL used at primary and secondary school level. This would be analyzed by a questionnaire using quantitative survey approach and its results.

PRACTICAL PART

8. My research on if and how CLIL is used in Czech schools

8.1 An introduction to the both surveys

The aim of the work is to find out if and how CLIL method is used in Czech schools today and what are the biggest issues and obstacles for teachers who would like to try and test CLIL in their lessons. Another purpose was to discover what are the most important facts that influence if and when CLIL is going to be used and why or why not.

There are two types of questionnaires: the first is a quantitative research when all the questionnaires in Czech language were sent to all 256 primary and secondary schools and the second is a qualitative study- a small case study - focusing on if and how CLIL is being used using personal experience of teachers who really use and used CLIL method in their lessons. All respondents were assured that both questionnaires are completely anonymous and no identification data will be used.

8.2 The teacher's survey on CLIL

This practical part of my diploma thesis deals with two important topics or hypotheses: firstly, whether CLIL is used in Czech primary and secondary schools and if so and how much, how often, with what results and outcomes. Also the questionnaire asks if teachers know what CLIL is, how they could describe it and finally, what are the biggest issues and problems for applying CLIL in Czech school teaching reality. This was done by a quantitative research when a questionnaire in Czech language was sent to all 256 primary and secondary schools in Brno and around Brno. Also this questionnaire was sent to schools in

Prague and to some schools in Olomouc. The questionnaire is in Czech language because some teachers can use CLIL when teaching but it does not necessarily mean that it must be in English language only. This is the reason why the first questionnaire is in Czech.

The author of this work expected very low return rate so this is why 256 schools were contacted by email usually. Most of the time, emails were sent directly to all language teachers according to emails available on the website of each school. Also the author visited some schools and teachers personally, in order to fill in a questionnaire about the case study mentioned later, mainly the schools where it is known that they are practising CLIL there. There are about three schools in Brno claiming that they practise CLIL and other schools apply some CLIL ideas...

Also schools which the author attended in past and where he had some personal experience with were included and also where the author graduated at where attended personally - including his former English teachers were visited with the questionnaires. Also Google document was created in order to fasten filling in, because it is easier and faster to do it on-line. Other social networks such as Facebook or LinkedIn or others were not used because there were not enough contacts in order to help with this research.

8.3 The case study on CLIL

The second topic is: what are the biggest advantages and disadvantages of CLIL today. Here, the second type of questionnaire was used: a qualitative study- a small case study - focusing on if and how CLIL is being used at primary and secondary school level using personal experience of teachers who really use and used CLIL method in their lessons. They describe what were their subject taught, if they have used any on-line materials, how much

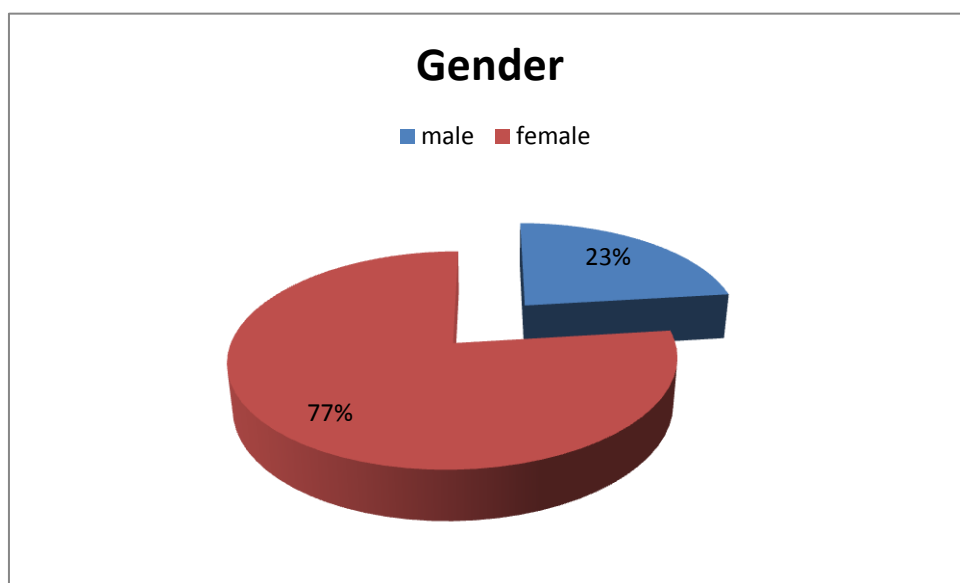
time was required to prepare one CLIL lesson and what were the biggest advantages and disadvantages of using CLIL during their teaching career, including any surprising or interesting moments. There are at least three schools in Brno which claim to use CLIL in their lessons according to their official school websites and one school in Prague and one high school in Olomouc. (Many schools have been experimenting with CLIL, offering a wide scope of programs, for example: ZŠ Bakalovo nábřeží, ZŠ Přemyslovo náměstí, Gymnázium Integra Brno or Gymnázium Slovanské náměstí in Brno. The last mentioned secondary school offers geography, history and PE lessons fully in English, for example.) However, it was very difficult to get any reply from them as in May and June there are school leaving - “maturita”- examinations, entrance exams and also even some primary schools are rewriting their ŠVP (School Educational Programmes) for next school year starting from September 2013. To complete my case study on CLIL, personal visit was requested and this was the only possible way to fill in my questionnaires. The following chapter is describing the results of my research.

8.4 Results of my research: Analysis of returned questionnaires

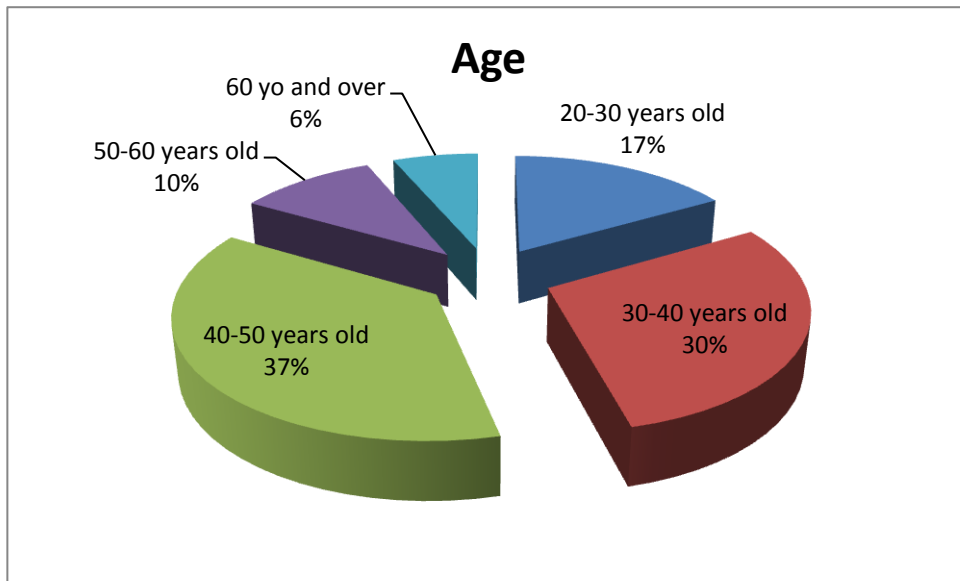
The following chapter describes all results of my research which is divided into two parts: 1. My teacher’s survey on CLIL and 2. My case study on CLIL. To complete the first part, there are some general information: total number of people contacted: 256, the survey took place in Brno and around Brno during May and June 2013, teachers were informed by email and they responded within one or two weeks usually. All 256 primary and secondary school teachers (usually of English) in Brno and near Brno were asked to fill in the questionnaires but only 78 of them really replied and sent them back. This is detailed analysis of returned questionnaires:

My teacher's survey on CLIL:

Question number one: **What is your gender**? In total, a sample of 78 pieces of questionnaire was returned to me. So, there were 78 respondents of whom 18 stated as *male* (23%) and 60 *female* (77%). This confirms well known fact that majority of teachers of foreign languages and especially English teachers are still female in Czech primary and secondary schools.

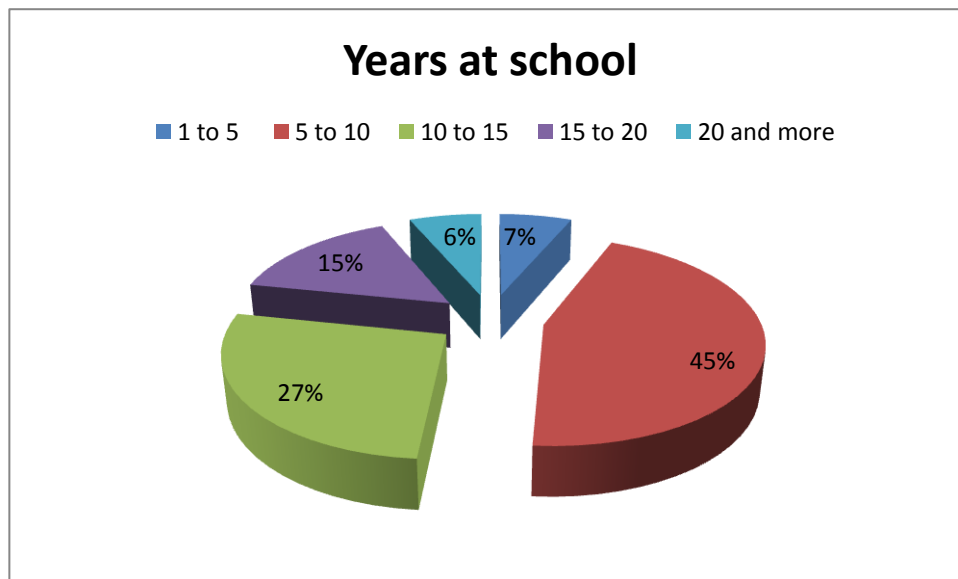


Question number two: **What is your age**? According to age, the majority of them were between *40-50 years of age*, 29 people counting for 37%, the second largest group were in *30 to 40 years of age*, 23 people representing 30% and another big age group of *20-30 years olds* counted for 13 applicants representing only 17% and the last two groups indicated between *50-60* which was 8 people representing 10% and finally, only 5 people stated age group *60 and more* counting for 6% only. This clearly shows that majority of teachers are in late midlife stage and that teaching staff is getting older because only 13 people of 78 were under 30.



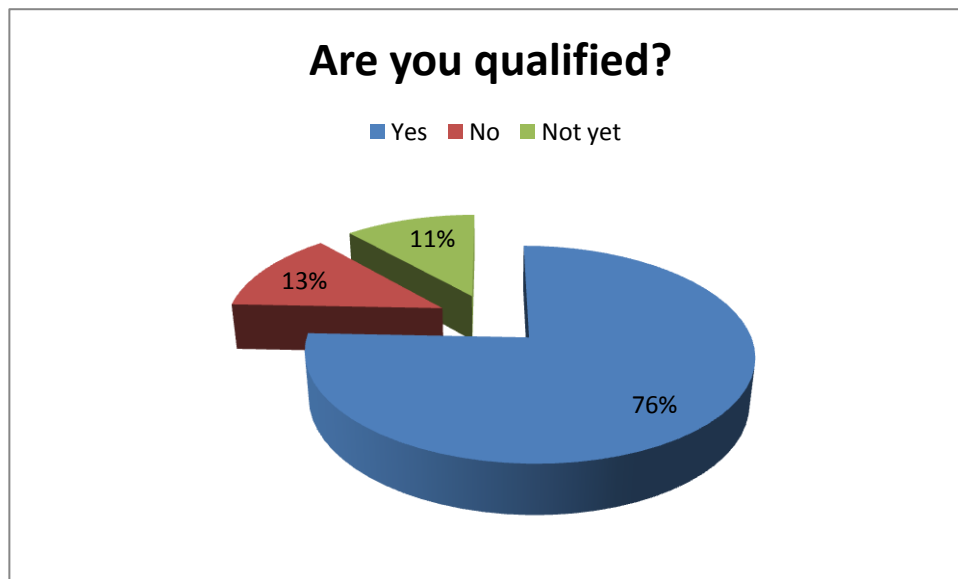
Question number three: **How many years have you been working at your school?**

The responders could choose only one answer among those: *a) 1 to 5 years, b) 5 to 10 years, c) 10 to 15 years, d) 15 to 20 years and e) 20 years and more.* The most of them have been working at their school between 5 to 10 years counting for 35 people (45%), followed by 21 people (27%) who said that they were there between 10 to 15 years and by others (12) who claim to work there around 15 to 20 years (15%) which is quite long period. The newcomers and longest serving employees (1 to 5 years and 20 years and over) were minority counting for 5 people for each group representing only approximately 7% and 6% retrospectively. The record was one teachers who claims to work for his school since 1980 which is 33 years together! Now, the following colourful graph shows this numbers clearly:



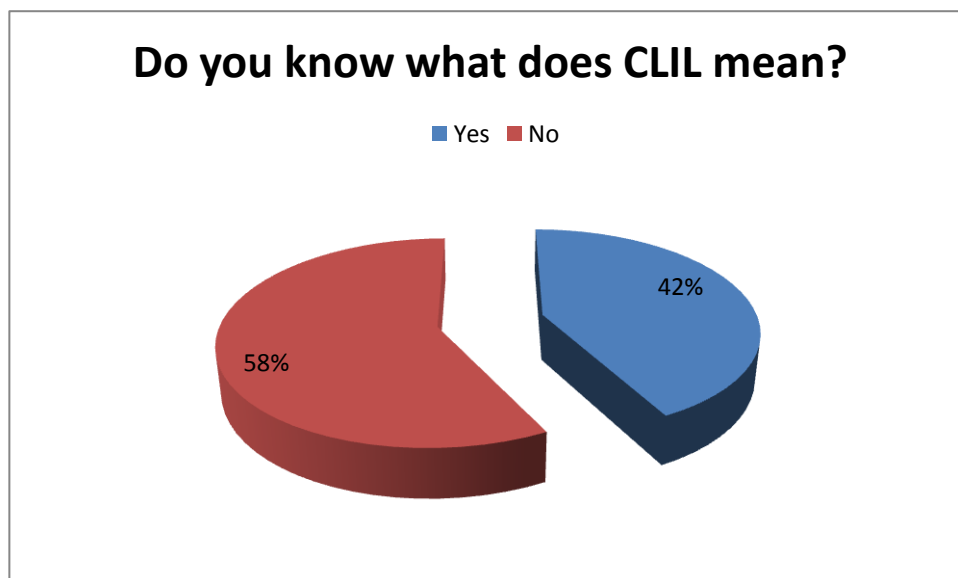
Question number four: **Are you fully qualified foreign language teacher?**

They could pick up only one answer: *a) Yes, I am. b) No, I am not. c) Not yet, but I work on that.* It is a good sign that majority of them are fully qualified (usually English) language teachers: it is 59 out of 78 representing 76% of them followed by 10 teachers who are not qualified to teach foreign languages (13%) but there are other 9 applicants (11%) who are not qualified yet but they are working on that which means that they want to complete their qualification or they are finishing university or other courses in order to do that as soon as possible. Frankly, this can be influenced by the fact that a lot of answers come from high schools where there are more fully qualified language teachers than in comparison with elementary schools where there are not because there are not such high requirements according to my personal observations from visiting elementary schools when completing this survey.



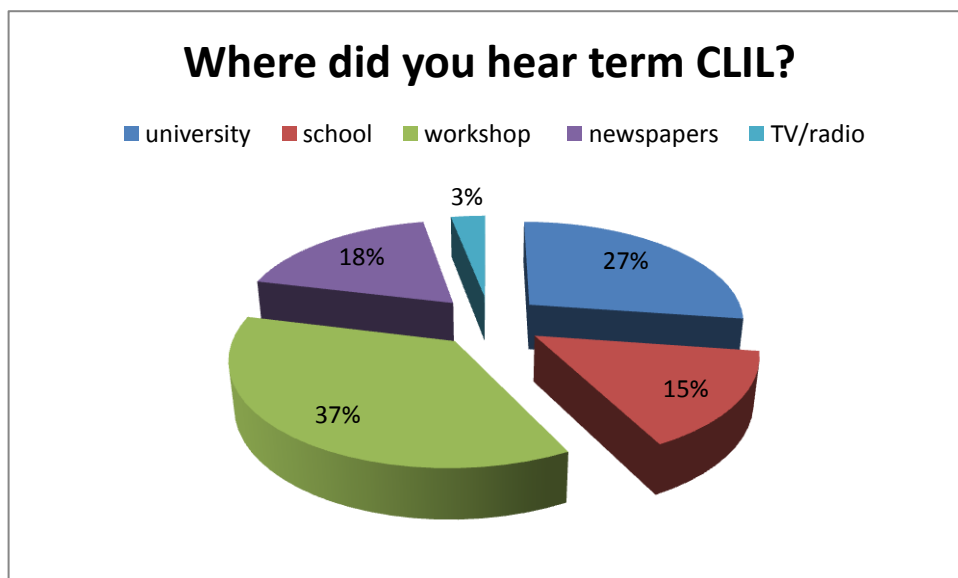
Question number five: **Do you know what CLIL stands for?**

Here, they could answer only *a) Yes, I do.* and *b) No, I do not know.* Surprisingly, quite a lot of them already knew what CLIL means or they have thought that they knew what CLIL stands for, it was 33 out of 78 which is 42% but there is quite large number of them who stated *b) No, I do not know* representing 58% which counts for 45 respondents. This result shows the following graph:



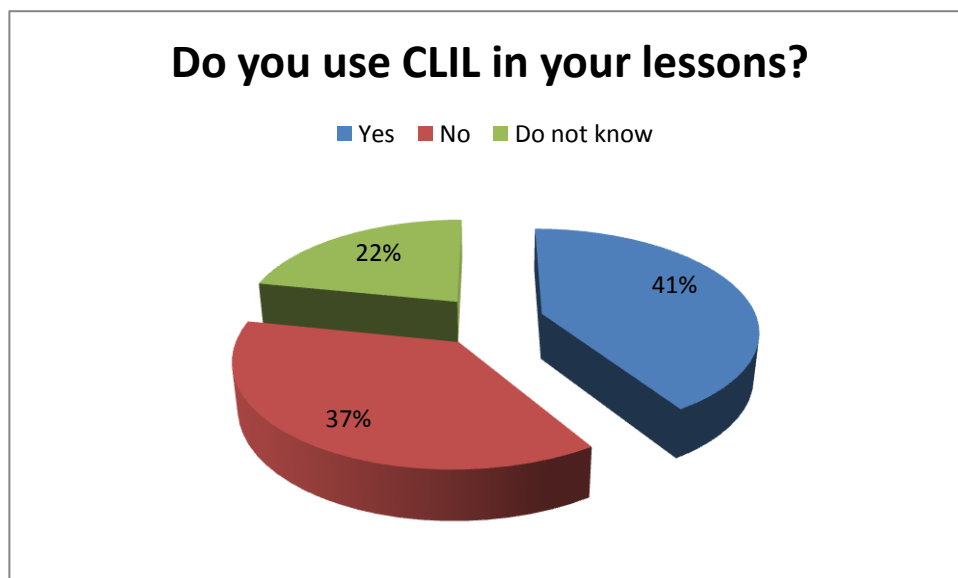
Question number six: **Where did you hear term CLIL** for the first time? Choose only one option.

This question is a logical result from the previous question because they were suppose to answer it only if they already knew or heard it before. Only when they answered “Yes, I do” in previous question, then they could answer this question. We have here five options: *a) during my university studies b) at school c) during staff meeting/school workshop d) on the Internet e) in newspapers, on TV/ on the radio.* We have here only 33 respondents altogether who answered *Yes* to the previous question. It is an interesting fact that a lot of teachers have heard it at the workshops or at school, it was 12 and 5 individuals representing 37% and 15% retrospectively followed by university and newspapers (27% and 18%) counting for 9 and 6 individuals. Only one person (3%) said that it was from TV or the radio. This graph illustrates it clearly:



Question number seven: **Do you use this method in/during your lessons sometimes?**

Answers were: a) *Yes, I do.* b) *No, I do not.* c) *I do not know.* A lot of individuals wrote a note that they do not know if this or that is actually CLIL or not when they use it in their lessons. They wrote several examples of teaching foreign language activities... That is why 17 people (22%) ticked that they do not know because they are not sure whether it is CLIL or not. 32 people said *Yes, I do.* (41%) and 29 applicants said *No, I do not.* (37%) This result suggests that the vast majority of teachers who know CLIL already teach CLIL or try to use some CLIL activities in their lessons. The results with primary and secondary teachers is shown in this graph:



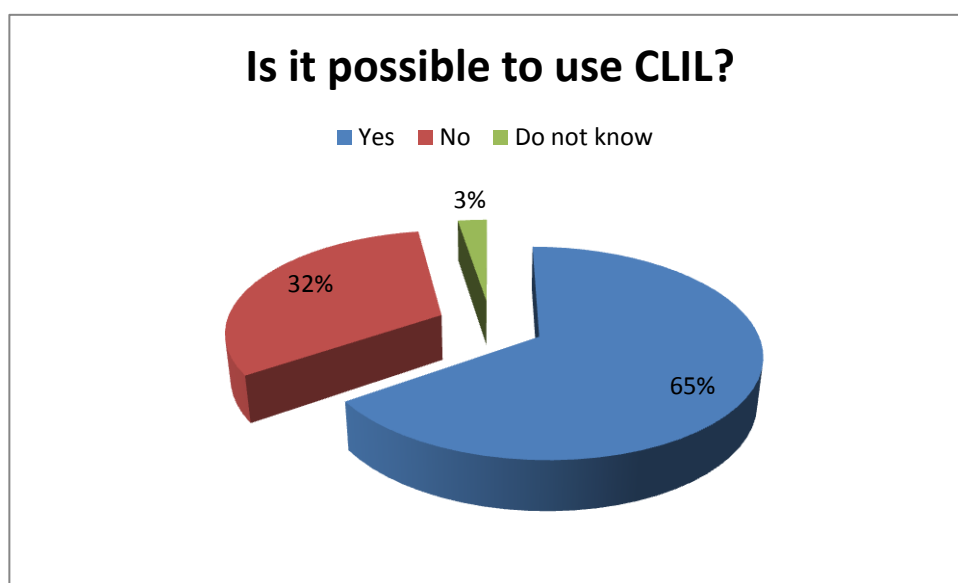
Question number eight: **Do you think that it is possible to use CLIL in current conditions?**

This is a rather theoretical question whether they can imagine using CLIL in the current conditions generally in Czech elementary and high schools nowadays. The options were: *a) Yes, I do, b) No, I do not. c) I do not know.* It is surprising that they are quite optimistic about this topic and they generally believe (51 individuals means 65%) that it is possible to use CLIL in their lessons. The next small group does not believe in that (25 people for 32%) and only 2 people does not know (3%).

(A note from the author of this questionnaire: Many teachers asked me then what is CLIL when I have distributed this questions so I wrote them a short description of CLIL afterwards so they could answer if it is possible to use CLIL in current conditions, according to their opinion. This was rather confusing question which I understand is not answerable when some respondents do not recognize CLIL. But after all, I kept this question there.)

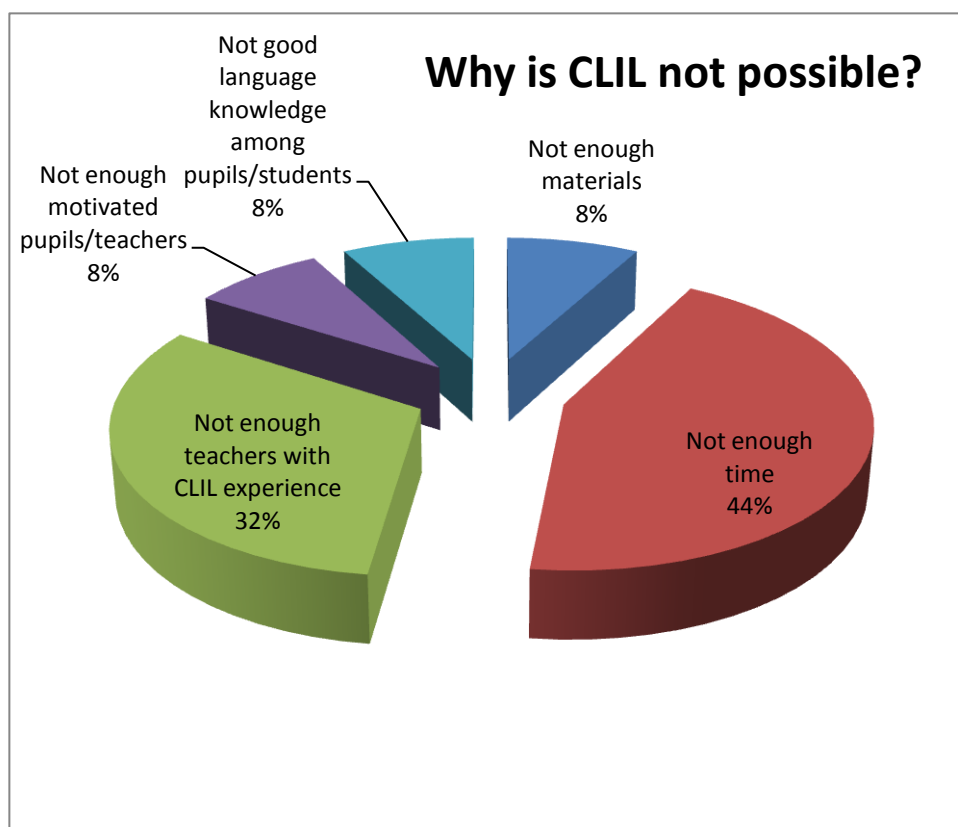
This is the description of CLIL which was sent to them: *“CLIL (Content and Language Integrated Learning) as a new and innovative method of teaching foreign language*

(especially English) through other subjects such as history, geography or civics. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. For example, the Czech students can study civics in English, as well as history or geography in English, the same way the Italian students might learn science in French, or Spanish pupils can learn drama in German language.”



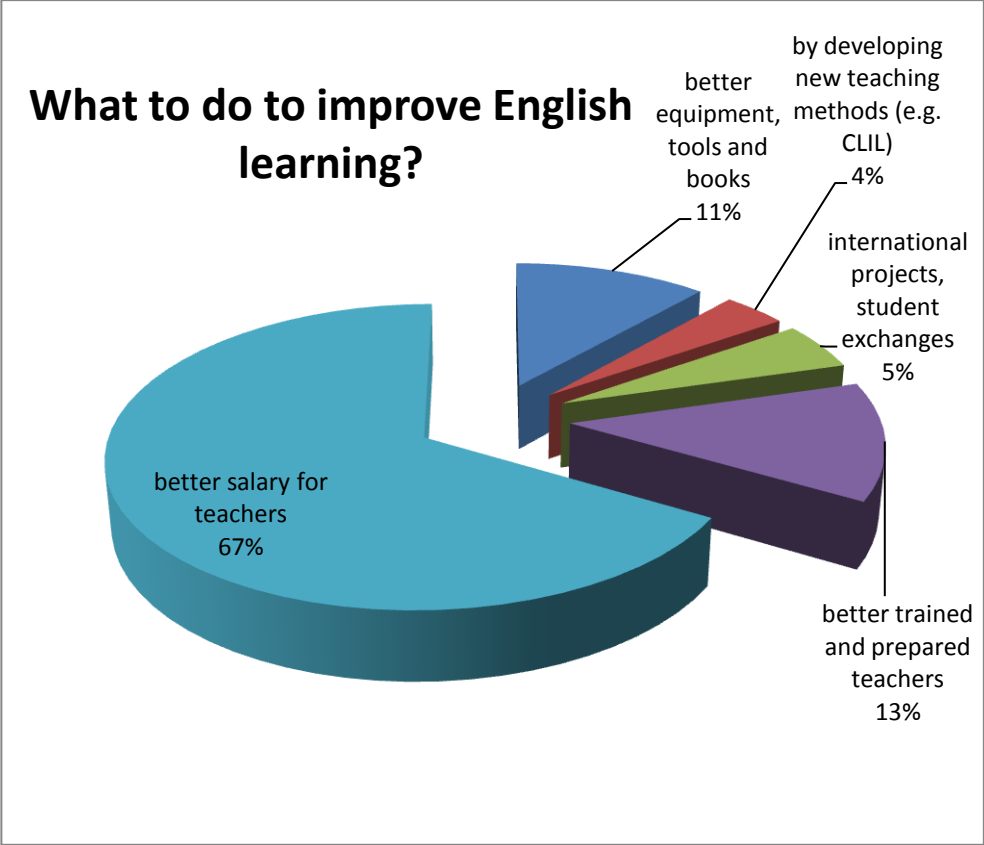
There is one sub-question trying to find out **why it is NOT possible to apply CLIL method** in the current conditions generally in Czech elementary and high schools according to their opinion: **If you have stated b) No, I do not. please specify why do you think so. Choose only one of the reasons which is the most important according to you:** a) *Not enough materials* b) *Not enough time* c) *Not enough teachers with CLIL experience* d) *Not enough motivated pupils/teachers* e) *Not good language knowledge among pupils/students.* Only when they answered “No, I do not” in previous question, then they could answer this question. Here, we have only 25 answers in total from previous question who answered b) *No, I do not.* and from this number most of them replied b) *Not enough time* (11 for 44%) or c)

Not enough teachers with CLIL experience (8 individuals representing 32%). Other three options: *a) Not enough materials*, and *d) Not enough motivated pupils/teachers* *e) Not good language knowledge among pupils/students*. represented only 2 people (8% for each). It is better to express the results from my next graph which illustrates it visually:

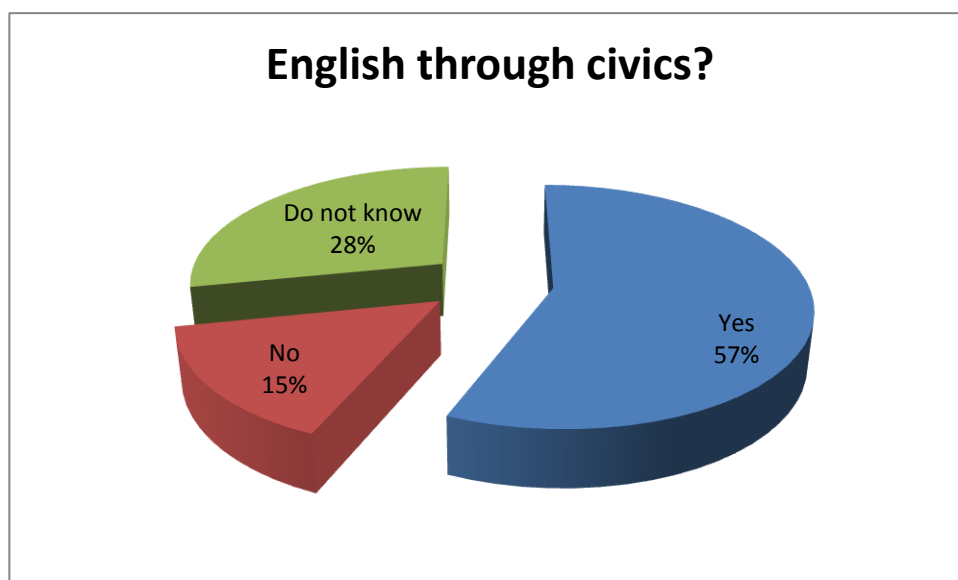


Question number nine: **What could be done in order to improve foreign language learning (mainly English learning) at all Czech schools?** According to their opinions, most of them (52 out of 78) agreed on option *e) better salary for teachers* - 67% of them think that this is the biggest problem for Czech primary and secondary schools when talking about what to do or what should be done in order to improve English learning or any other foreign

language learning in our classes is the money, the wages of teachers and how teachers are appreciated by the state and society. Other options are represented in very small numbers: *d) better trained and prepared teachers* (13% for 10 people), *a) better equipment, tools and books* (11% for 9 individuals), and only *b) by developing new teaching methods (e.g. CLIL)* and *c) international projects, student exchanges* received 4% and 5% (3 and 4 answers) retrospectively. This result is not very surprising fact if we can agree on this issue that for better English and improved speaking, reading, listening and writing skills of our pupils we need to invest more money into the teachers, young and fresh educators including native speakers of the language. The graph is very persuading:



Question number ten: **Do you think that foreign language should be taught also in/through other subjects, for instance English through civics?** This final question goes into the centre of my work where they are asked if other subjects (geography, history, PE, civics, etc...) should be taught through foreign language (usually English) in our schools. According to the results, vast majority is convinced that English through civics, for example, is not a bad idea- it is 44 ticks for 67% of them - and only 28% (22 respondents) *c) Do not know*, and 15% (12 individuals) says *b) No*. This shows some hope that teachers are still open for new innovations and new teaching methods including CLIL approach and that there is a big potential for future CLIL implementations in our Czech primary and secondary schools.



8.4. 1 How much CLIL is used at primary and secondary school level

This is a short summary of “My teacher’s survey on CLIL:” The three quarters of teachers, who took place in my survey on CLIL, are female (77%) and the biggest age group is representing individuals between 40 to 50 years of age (37%) and also 30 to 40 (30%). This generally confirms the facts that teachers are usually older women. Nearly half of them (45%) are at school between 5 to 10 years already. One quarter (27%) of them teaches even more years: 10 to 15 years. However, three quarters of them (76%) are fully qualified teachers for subjects they teach. The following questions focus on CLIL and its usage at elementary and secondary schools in the Czech Republic: Quite a lot of respondents already knew what CLIL is (42%) and the number of those who do not know was not so high as expected: (58%). When they were asked where did they hear term CLIL for the first time, they answered that it was usually at workshops (37%) or at school (15%) or at university (27%). Next practical questions ask whether they actually use CLIL in their lessons: 37% says no, but surprisingly a lot of them confirms that they do or they think they use some aspects of CLIL in their teaching: 41% representing yes. Also they are quite optimistic in using CLIL: 65% of them believe that it is possible to use CLIL when knowing current teaching conditions. Here, the next question tries to find out why it is not possible when asking those who do not believe in this: 44% claims that it is because of lack of time or because of not enough teachers with CLIL experience (32%). The author also wanted to know what to do to improve learning foreign languages especially English: Most of the responses suggested *better salary for teachers* (67%), other options were in minority. The final question asks if it could be possible to teach other subjects (geography, history, PE, civics, etc...) through or in foreign language

(usually English) in our schools: 57% says *Yes, it is.* and only 28% *Do not know* or says *No, it is not.* (15%).

8.4.2 Advantages and disadvantages of CLIL used during teaching

My case study on CLIL.

This second part of my work focuses on advantages and disadvantages of CLIL which was used during teaching according to personal experience among three teachers who agreed to participate in this case study on CLIL. They were assured that this questionnaire is completely anonymous and no identification data will be used. They are asked only to provide age and their initials in order to identify each case study. Also they were told to write down more than one short word or a sentence but they usually did not fulfil this requirement. After answering all the questions I had a short informal talk with them about CLIL so my comments could add more information about their answers stated as their answers were very short.

Case study no. 1

Your initials: *P. P.*

Age: *46*

Subjects taught: *English*

1) **What was/were your subject(s)** being taught when using CLIL method?

"History only." (This teacher teaches only English on its own and it was difficult for her to get any extra lessons of other subjects from other teachers because they did not want to provide any of their lessons.)

2) Have you used only **on-line materials** or have you created some materials on your own for each CLIL lesson?

"Actually both." (She also said that most CLIL materials are too advanced for non-native speakers of the language such as the Czechs.)

3) **How much time** was needed to prepare one CLIL lesson (45 min. unit)?

"Approximately 60 minutes."(...If using ready-made CLIL materials...)

4) What were the biggest **advantages** when using CLIL method in your case?

"Integration of the language and history even with younger learners." (She prepared CLIL lesson of British and American history which is an ideal case for integrating history and English together.)

5) What were the biggest **disadvantages** when using CLIL method in your case?

“It was very time consuming.” (She spent too much time on CLIL which had surprised her.)

6) Were there **any problems or difficulties** when trying CLIL in the classroom?

“There were problems with other teachers.” (Generally they did not want to ‘give up’ their lessons of history in favour of English.)

7) Have you **been personally satisfied with the result(s)** and outcome of CLIL usage?

“Very satisfied.” (Basically, all students are very good at English and enjoyed this history lesson in English. It was like a challenge for them.)

8) Would you like to add **anything interesting or surprising** when talking about CLIL in practice?

“Faculties should provide teachers with materials which can be used in lessons.”

(According to her personal experience, Faculty of Education at Masaryk University in Brno did not provide enough CLIL materials which can be used in practice.)

Case study no. 2

Your initials: *J. S.*

Age: *37*

Subjects taught: *English, geography*

1) **What was/were your subject(s)** being taught when using CLIL method?

“Geography and history.”(This was the specialisation of the teacher.)

2) Have you used only **on-line materials** or have you created some materials on your own for each CLIL lesson?

“Only on-line materials but it was very difficult to get any suitable ones.”

3) **How much time** was needed to prepare one CLIL lesson (45 min. unit)?

“About 60 to 100 minutes.”

4) What were the biggest **advantages** when using CLIL method in your case?

“To teach American and British history in English. It was very natural.”

5) What were the biggest **disadvantages** when using CLIL method in your case?

“Preparation time.”(A lot more time was needed than the teacher firstly thought.)

6) Were there **any problems or difficulties** when trying CLIL in the classroom?

“Not really.”

7) Have you **been personally satisfied with the result(s)** and outcome of CLIL usage?

“Yes, I have.” (According to his opinion, because his pupils really liked the lesson.)

8) Would you like to add **anything interesting or surprising** when talking about CLIL in practice?

“No support from our headmaster.” (It was probably seen by the headmaster as an obstacle or an extra activity which can have some negative effects on timetable of the lessons and lesson plans. CLIL could also slow-down teaching process, said the teacher.)

Case study no. 3

Your initials: *A. Z.*

Age: *44*

Subjects taught: *English, biology, chemistry*

1) **What was/were your subject(s)** being taught when using CLIL method?

“It was biology.” (It is unfortunate that CLIL was not used in chemistry lessons too.)

2) Have you used only **on-line materials** or have you created some materials on your own for each CLIL lesson?

“I have used both.”

3) **How much time** was needed to prepare one CLIL lesson (45 min. unit)?

“Min. 60 minutes.”

4) What were the biggest **advantages** when using CLIL method in your case?

“Integration of the language and biology.”

5) What were the biggest **disadvantages** when using CLIL method in your case?

“To learn and teach all extra special terms.” (The teacher means all special terms in biology which had to be taught and explained beforehand in order to prepare students for this. The big obstacle is that many biological terms are completely different in English and in Czech because of different roots of those words.)

6) Were there **any problems or difficulties** when trying CLIL in the classroom?

“Other teachers did not want to give me more lessons of biology.”

7) Have you **been personally satisfied with the result(s)** and outcome of CLIL usage?

“I was dissatisfied because a lot of time is required.” (Again, a lot of preparation time is needed and teachers do not want to sacrifice that much time for CLIL....)

8) Would you like to add **anything interesting or surprising** when talking about CLIL in practice?

“My students really enjoyed that.”

A short summary of all three case studies: teachers generally agreed on fact that CLIL is very time consuming activity which required a lot of teacher's extra time to prepare lessons and they did not get any support usually from other teachers or even the headmaster as they wanted to apply CLIL in their lessons. Also they said that there are not enough suitable materials for CLIL on the Internet or most of the worksheets are not for students who study English as a foreign language. One teacher confirmed that she had to study special terms for her subject in English in order to provide with CLIL lesson of biology. But after all, her students were very happy about CLIL and they really enjoyed that. To sum up, CLIL can be used at our schools only if support and cooperation among teachers is established, this is, however, not really possible in Czech schools nowadays according to the results from my case studies and questionnaires.

9. An example of CLIL lesson of civics

Sample detailed CLIL lesson plan:

School: lower secondary school (6th-9th grade)

Class, number of pupils, level: 2x 45 minutes lesson of civics, max. 25 pupils, A2

Date: 15.10.2012

Topic: European Union

Aim: To learn about EU, to learn about EU member states, European integration and history, European institutions and leaders and politics, Eurozone, Schengen

Skills: searching for information, asking questions, drawing pictures, discussing topics, filling worksheets, creating posters about some EU country by each pupil (project work)

Motivation: warm up discussion, PPP, worksheets, project work

Teaching aids: Computer(s), the Internet, PPP (Power Point presentation), drawing materials, papers, books, maps, encyclopaedias, pictures, articles, videos about the EU, songs

Language aims: to learn new English terms and vocabulary connected with EU

Classroom arrangement:

1st lesson: warm up discussion, PPP: frontal teaching, worksheet: filling tasks, evaluation, results from the worksheets.

2nd lesson: creating posters about some EU country by each pupil (project work)

Lesson timing:

The beginning of the 1st lesson

0-05 min.: (5 minutes) the warm up discussion about European Union: What is the EU? What do you know about the EU? What are some advantages and disadvantages of the EU? Is the Czech Republic member? How many EU countries do you know? When did our country entered?

05-20 min.: (15 minutes) PPP (Power Point presentation) about the EU-frontal teaching

The main part of the 1st lesson

20-35 min.: (15 minutes) worksheet: filling tasks: The pupils will get printed worksheets about the EU and they will have to fill the form, search for answers in books, maps, encyclopaedias, pictures, articles and videos about the EU and complete all the tasks.

The end of the 1st lesson

35-45 min.: (10 minutes) Evaluation, results from the worksheets: By the end of the lesson, the teacher will check the answers from the worksheets, and asks students if they have any questions concerning the topic. Finally, the teacher will do an evaluation of the lesson.

The 2nd lesson

0-35 min.: (35 minutes) The project work: All pupils will be creating posters about EU countries-each pupil will choose one EU country on which s/he will create poster about. They can use any books, maps, encyclopaedias, pictures, articles, internet sources, flags, graphs, news headlines and so on. They can cooperate in searching for information, asking questions, drawing pictures, discussing topic and helping each other.

35-45 (10 minutes) Evaluation and presentation of posters in front of the class: By the end of the second lesson, pupils who want can present their posters in front of the others and they can say few words about the country they have chosen.

My worksheets:

European Union

1. What is the correct number of all European Union (EU) member states?

a/ 9

c/ 27

b/ 8

d/ 24

The correct number is $1593 : 59 =$ _____

2. Draw the EU flag. Where can you see it?



3. On the internet, find out which states are members of EU and write them down:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Indicate EU member states.



Europe-nofill-black-lores.png [cit. 2010–12–01]. Dostupný pod licencí Public domain na [www: http://commons.wikimedia.org/wiki/File:Europe-nofill-black-lores.png](http://commons.wikimedia.org/wiki/File:Europe-nofill-black-lores.png)

5. Find out which EU states have been visited by someone from your class. Write it down into this box; search them on the map and indicate their capital cities.

state	the capital city	state	the capital city

6. Which year became the Czech Republic a new EU state?

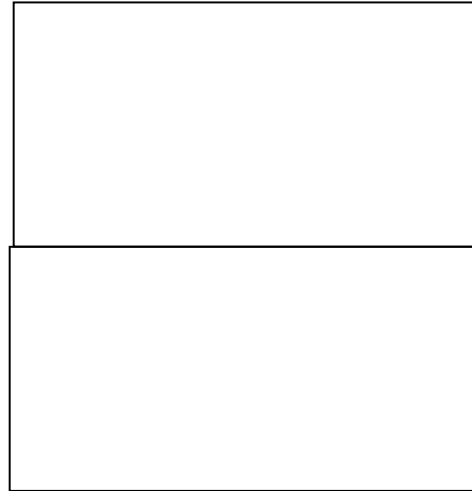
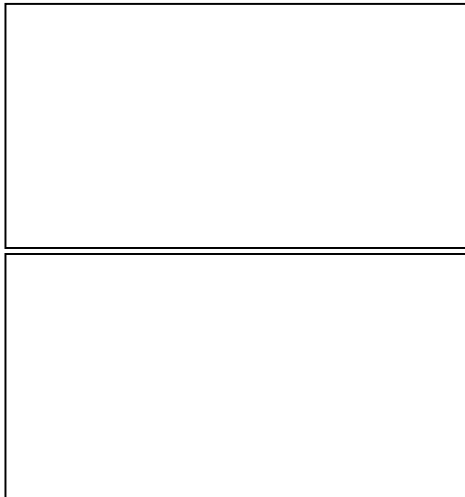
a/ 2004

c/ 1993

b/ 1989

d/ 2002

7. Draw some flags of four EU member states:



8. What is the name of the common currency of EU?

a/ dollar

c/ crown

b/ euro

d/ pound

Find out how much money (Czech crowns) you can get in exchange for 1 euro? What are your sources?

9. In which city is the EU headquarters?

a/ Berlin

c/ Bonn

b/ Brussels

d/ Rome

(The capital of Belgium...)

Possible difficult words connected with EU:

Headquarters=

Sources=

Common=

Currency=

Member=

Flag=

9.1 My experience with CLIL lesson of civics

This sample CLIL lesson of civics was tested and used during my teaching practice in October 2012 among 8th graders of one primary school in Brno. It is very difficult to prepare proper and suitable CLIL lesson for me, as from my personal experience, because there are not enough CLIL materials to cover ŠVP (School Educational Programme) or even small parts of ŠVP and most materials on-line are not for learners of English as a foreign language. I have created some of the tasks on my own and I have used some materials from the Internet. It was very time consuming and I had to teach them some special terms in English first, such as currency, member, flag, headquarters, etc...) in order to prepare them for following CLIL lesson of civics.

Their first reactions were quite negative, they did not know why they should have civics in English as most of the pupils are not prepared for English in other subjects than in English. They just wanted to have a normal lesson of civics and therefore, it was necessary to explain to them why I want to try out CLIL method in civics. I had to explain to them what CLIL is and why I want to test this in their class. Some of them understood this and could take this as a challenge and others just agreed on this when they knew that it will be just two lessons of civics.

Also my preparation for CLIL lesson was very time demanding. There were not suitable CLIL materials which I could actually use in my lesson because the level of language was much higher and my pupils were not so advanced in English so I created materials on my own and that is why I was very worried about the outcome of my CLIL lesson of civics.

After all, they have enjoyed my CLIL lesson of civics very much because it has put some aspects of geography, civics and English together. Unfortunately, I did not collect any student's responses nor voices which is not good but at the time when doing CLIL lesson I did not realise that it could be useful for this work. But there is one great advantage that all this can show them that English is not only a subject, but it is going to be a medium for communication in today's modern world. To conclude, English could be used during lesson of civics, for example, if pupils already knew some special terms and are prepared for this. As a result, some students asked me if there is going to be any more lesson of civics in English which could be seen as a good sign of a quite successful CLIL lesson.

CONCLUSION

I have chosen to write my diploma project about CLIL as an innovative method of teaching foreign languages (especially English) through another subjects, such as geography, history or, as it is in my case, through civics. In my opinion, CLIL is very refreshing and useful method how to do something new and interesting with pupils and how to apply English to civics or any other subject in a natural way which can be appreciated by most students. It is also very useful tool for future study purposes for most pupils. Nowadays, it is harder and harder to attract pupil's attention during the class so this could be seen as a new challenge for students and even the teachers to try something new, in my own opinion. There is not only one correct CLIL approach or only one correct CLIL teacher and others must be incorrect. It is very difficult to describe what CLIL is and how CLIL lesson might look like because every teacher projects his or her own ideas and prospects into CLIL. Additionally, CLIL is very successful abroad but in the Czech Republic it is still quite unknown and one experimental project organized by the Faculty of Education in Brno cannot change it rapidly. Also, it is obvious that teachers who want to try CLIL must receive greater support from other teachers and the headmaster including extra lessons and time but it is not possible in common average Czech school.

At the beginning of writing my work I thought that I had understood CLIL and what CLIL had been but when studying CLIL more and more in detail I realised that I understand less and less. I cannot imagine practising CLIL on everyday basis as common in some schools abroad. Maybe some teachers are afraid of CLIL or are worried about it and have not enough courage to do it but if CLIL is possible even in preschool or primary schools in other countries why not in our schools, not even talking about secondary schools. Also many

Western countries have more foreigners, more opportunities to meet bilingual or multilingual education which encourages them to try CLIL. This method provides more opportunities for practical usage of foreign language for pupils and is more motivating form of education than just learning the language on its own. CLIL supports learning the language in real-life situations and also CLIL should save time because the foreign language is learned together with content subject(s) at the same time. This encourages them to use the language and not to be afraid to use it, not to be worried to speak, write, listen and read even when not fully understood. Then we can realise how it is important and that it is necessary to be able to communicate in that foreign language.

The main purpose of this work was to find out how much and how often CLIL is actually used among primary and secondary school teachers. My questionnaires asked if they have known what CLIL is or might be, where they have heard it from, whether they have used CLIL in their lessons, if they think that it would have been possible to use CLIL according to their situation and why they think that it would have not been possible to use CLIL and why. Also what should be done to improve learning English at school. The second part examines some advantages and disadvantages of CLIL in teaching practice when teachers who used CLIL were asked to fill in my case study.

It is very difficult to prepare suitable CLIL lesson, as from my personal experience, I have tried to do so during my teaching practice. Sample CLIL lesson plan of civics is included. Most of pupils are not prepared for English when teaching other subjects, they expect only mother tongue not English. To conclude, English could be used during lesson of civics, for example, if pupils already know some special terms and are prepared for this. After all, they have enjoyed my CLIL lesson of civics very much.

To sum up, all the results show that quite a lot of teachers know what CLIL is and they have heard it from university or workshops but only minority of them use it. There is also big group of teachers who do not know what CLIL is and they have never heard it before which is quite worrying. However, teachers who met term CLIL and know what it is, they are quite optimistic: three fourths of them think that it is possible to use CLIL and the biggest obstacle is not enough time and experience for CLIL. Another reason for not applying CLIL was lack of suitable CLIL materials or not good enough cooperation among teachers. In my own opinion, Czech schools are not generally prepared for CLIL because conditions for English teachers are not very good at the moment. In order to improve English in our schools, most of teachers agree on better salary for teachers as a tool and a solution for Czech educational system. Finally, some great support from other teachers, parents and even the headmaster is needed for applying CLIL into the lessons and then not only pupils will benefit from this new method. After studying CLIL and writing about it in my diploma thesis, I am totally for it knowing the most aspects of this method, I am fully pro-CLIL oriented person and I would use it in my future teaching lessons of civics with various classes in primary school.

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Appendix no. 1

My version of teacher's survey on CLIL

V Brně 6.května 2013

Vážená paní učitelko, Vážený pane učiteli,

*jsem studentem 5. ročníku učitelství anglického jazyka pro 2. stupeň základních škol na Univerzitě Palackého v Olomouci. Pišu diplomovou práci na téma výuky cizích jazyků na základních (i středních) školách metodou CLIL, a proto si Vás dovoluji požádat o vyplnění krátkého dotazníku. Tento dotazník je zcela anonymní a všechny Vaše odpovědi budou považovány za důvěrné a nebudou zneužity. Odpovědi můžete také **zažlutit**.*

Děkuji Vám mnohokrát za vyplnění dotazníku a spolupráci.

Bc. Jan Melichárek

Katedra anglického jazyka,

PdF UP Olomouc

di@email.cz

1) Pohlaví:

- a) muž
- b) žena

2) Věk

- a) 20 – 30 let
- b) 30 – 40 let
- c) 40 – 50 let
- d) 50 – 60 let
- e) 60 let a víc

3) Kolikátý rok už pracujete na Vaší škole?

- a) 1 – 5
- b) 5 – 10

- c) 10 – 15
- d) 15 – 20
- e) 20 a více

4) Máte na cizí jazyk, který vyučujete aprobaci?

- a) ano
- b) ne
- c) zatím ne, ale pracuji na tom

5) Víte, co znamená zkratka CLIL?

- a) ano
- b) ne

6) Jestli byla Vaše odpověď na předchozí otázku **ano**, napište prosím, kde jste se s pojmem CLIL poprvé setkal/a? Vyberte jen jednu z možností:

- a) během Vašeho studia na VŠ
- b) na škole
- c) během pracovního školení
- d) na internetu
- e) v novinách, televizi, rádiu

7) Využíváte někdy tuto metodu výuky ve Vašich hodinách?

- a) ano
- b) ne
- c) nevím (prosím pokud možno popište)

8) Domníváte se, že využití této metody je v současných podmínkách reálné?

- a) ano
- b) ne
- c) nevím

Pokud jste uvedli možnost **ne**, uveďte prosím své důvody: (Vyberte jen jednu z možností, která je podle Vás nejdůležitější)

- a) nedostatek materiálů
- b) nedostatek času
- c) nedostatek učitelů se zkušeností s výukou metodou CLIL
- d) nedostatečná motivace žáků/učitelů
- e) nedostatečná úroveň cizího jazyka u žáků/studentů

9) Jak se podle Vás může výuka angličtiny na školách v budoucnu zlepšit?

- a) lepší výukové materiály, pomůcky (například interaktivní tabule)
- b) vývojem nových výukových metod (například CLIL)
- c) zahraniční projekty, výměnné pobyty
- d) lépe vzdělaní a profesně připravení učitelé
- e) lepší platové ohodnocení učitelů

10) Myslíte si, že cizí jazyk by se měl vyučovat i v jiných předmětech, například prostřednictvím občanské výchovy??

- a) ano
- b) ne
- c) nevím

Děkuji za Vaši spolupráci,

Bc. Jan Melichárek

Appendix no. 2

My version of teacher's survey on CLIL –THE CASE STUDY

(A research on if and how CLIL is being used in Czech schools)

6th May 2013, Brno

Dear Sir or Madam,

*I am a student of Palacký University in Olomouc, and future teacher of English and civics for primary schools, and I would like to undergo a small **research on if and how CLIL method is being used** in our Czech schools today. I would like you to answer my questions (in more than one word or sentence) in order to complete some CASE STUDY focused on CLIL and its advantages and disadvantages in a real teaching lesson. All data are considered confident and anonymous for this purpose only.*

Thank you very much for filling in.

Bc. Jan Melichárek (di@email.cz)

Your initials:

Age:

Subjects taught:

(Please, answer in more than one word or sentence:)

- 1) **What was/were your subject(s)** being taught when using CLIL method?

- 2) Have you used only **on-line materials** or have you created some materials on your own for each CLIL lesson?

- 3) **How much time** was needed to prepare one CLIL lesson (45 min. unit)?

- 4) What were the biggest **advantages** when using CLIL method in your case?

- 5) What were the biggest **disadvantages** when using CLIL method in your case?

- 6) Were there **any problems or difficulties** when trying CLIL in the classroom?

- 7) Have you **been personally satisfied with the result(s)** and outcome of CLIL usage?

- 8) Would you like to add **anything interesting or surprising** when talking about CLIL in practice?

Thank you very much for your time.

Appendix no. 3: Scanned examples of returned questionnaires

My version of teacher's survey on CLIL

V Brně 6.května 2013

Vážená paní učitelko, Vážený pane učiteli,

jsem studentem 5. ročníku učitelství anglického jazyka pro 2. stupeň základních škol na Univerzitě Palackého v Olomouci. Píšu diplomovou práci na téma výuky cizích jazyků na základních (i středních) školách metodou CLIL, a proto si Vás dovoluji požádat o vyplnění krátkého dotazníku. Tento dotazník je zcela anonymní a všechny Vaše odpovědi budou považovány za důvěrné a nebudou zneužity. Odpovědi můžete také zašlutit.

Děkuji Vám mnohokrát za vyplnění dotazníku a spolupráci.

*Bc. Jan Melichárek
Katedra anglického jazyka,
PdF UP Olomouc
di@email.cz*

1) Pohlaví:

- a) muž
- b) žena

2) Věk

- a) 20 – 30 let
- b) 30 – 40 let
- c) 40 – 50 let
- d) 50 – 60 let
- e) 60 let a víc

3) Kolikátý rok už pracujete na Vaší škole?

- a) 1 – 5
- b) 5 – 10
- c) 10 – 15
- d) 15 – 20
- e) 20 a více

4) Máte na cizí jazyk, který vyučujete aprobaci?

- a) ano
- b) ne
- c) zatím ne, ale pracuji na tom

5) Víte, co znamená zkratka CLIL?

- a) ano
- b) ne

6) Jestli byla Vaše odpověď na předchozí otázku **ano**, napište prosím, kde jste se s pojmem CLIL poprvé setkal/a? Vyberte jen jednu z možností:

- a) během Vašeho studia na VŠ
- b) na škole
- c) během pracovního školení
- d) na internetu
- e) v novinách, televizi, rádiu

7) Využíváte někdy tuto metodu výuky ve Vašich hodinách?

- a) ano
- b) ne
- c) nevím (prosím pokud možno popište)

8) Domníváte se, že využití této metody je v současných podmínkách reálné?

- a) ano
- b) ne
- c) nevím

Pokud jste uvedli možnost **ne**, uveďte prosím své důvody: (Vyberte jen jednu z možností, která je podle Vás nejdůležitější)

- a) nedostatek materiálů
- b) nedostatek času
- c) nedostatek učitelů se zkušeností s výukou metodou CLIL
- d) nedostatečná motivace žáků/učitelů
- e) nedostatečná úroveň cizího jazyka u žáků/studentů

9) Jak se podle Vás může výuka angličtiny na školách v budoucnu zlepšit?

- a) lepší výukové materiály, pomůcky (například interaktivní tabule)
- b) vývojem nových výukových metod (například CLIL)
- c) zahraniční projekty, výměnné pobyty
- d) lépe vzdělání a profesně připravení učitelé
- e) lepší platové ohodnocení učitelů

10) Myslíte si, že cizí jazyk by se měl vyučovat i v jiných předmětech, například prostřednictvím občanské výchovy??

- a) ano
- b) ne
- c) nevím

*Ještě jednou Vám děkuji za Vaši spolupráci,
Bc. Jan Melichárek*

My version of teacher's survey on CLIL

V Brně 6. května 2013

Vážená paní učitelko, Vážený pane učiteli,

jsem studentem 5. ročníku učitelství anglického jazyka pro 2. stupeň základních škol na Univerzitě Palackého v Olomouci. Píšu diplomovou práci na téma výuky cizích jazyků na základních (i středních) školách metodou CLIL, a proto si Vás dovoluji požádat o vyplnění krátkého dotazníku. Tento dotazník je zcela anonymní a všechny Vaše odpovědi budou považovány za důvěrné a nebudou zneužity. Odpovědi můžete také zašlutit.

Děkuji Vám mnohokrát za vyplnění dotazníku a spolupráci.

Bc. Jan Melichárek
Katedra anglického jazyka,
PdF UP Olomouc
di@email.cz

1) Pohlaví:

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- a) 1 – 5
- b) 5 – 10
- c) 10 – 15
- d) 15 – 20
- e) 20 a více

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- a) ano
- b) ne
- c) zatím ne, ale pracuji na tom

5) Víte, co znamená zkratka CLIL?

- a) ano
- b) ne

6) Jestli byla Vaše odpověď na předchozí otázku **ano**, napište prosím, kde jste se s pojmem CLIL poprvé setkal/a? Vyberte jen jednu z možností:

- a) během Vašeho studia na VŠ
- b) na škole
- c) během pracovního školení
- d) na internetu
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7) Využíváte někdy tuto metodu výuky ve Vašich hodinách?

- a) ano
- b) ne
- c) nevím (prosím pokud možno popište)

8) Domníváte se, že využití této metody je v současných podmínkách reálné?

- a) ano
- b) ne
- c) nevím

Pokud jste uvedli možnost **ne**, uveďte prosím své důvody: (Vyberte jen jednu z možností, která je podle Vás nejdůležitější)

- a) nedostatek materiálů
- b) nedostatek času
- c) nedostatek učitelů se zkušeností s výukou metodou CLIL
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- e) lepší platové ohodnocení učitelů

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- a) ano
- b) ne
- c) nevím

*Ještě jednou Vám děkuji za Vaši spolupráci,
Bc. Jan Melichárek*

Annotation

Jméno a příjmení:	Bc. Jan Melichárek
Katedra nebo ústav:	Katedra anglického jazyka
Vedoucí práce:	Simon Gill, M.A.
Rok obhajoby:	2013
Název práce:	Výuka anglického jazyka skrz občanskou výchovu (CLIL přístup)
Název v angličtině:	Teaching English through civics (CLIL approach)
Anotace práce:	Diplomová práce se zabývá použitím inovační metody ve výuce anglického jazyka, a to metodou CLIL - (Content and Language Integrated Learning). Dále se zaměřuje na výuku občanské výchovy pomocí angličtiny (případně jiného cizího jazyka). Cílem práce bylo specifikovat tuto metodu a v praktické části zjistit její využití, jak moc a často se jí využívá a jaký je přístup učitelů k této metodě.
Klíčová slova:	CLIL, (Content and Language Integrated Learning), inovační metody, anglický jazyk, občanská výchova, výuka
Anotace v angličtině:	My diploma thesis deals with the usage of CLIL method in teaching, especially teaching English through civics. CLIL (Content and Language Integrated Learning) is teaching of non-language subjects with the help of English (or different foreign language). The aim of the thesis was to specify this method, in the practical part to find out whether it is possible to use CLIL, how much and how often CLIL is used and what is teachers' attitude towards it.
Klíčová slova v angličtině:	CLIL, (Content and Language Integrated Learning), innovative methods, English language, civics, education
Přílohy vázané k práci:	1- dotazník 2- dotazník 3-ukázka vyplněných dotazníků
Rozsah práce:	93 stran
Jazyk práce:	Anglický

